REPORT RESUMES

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COURSE EVALUATION OF THE WAYNE STATE UNIVERSITY "AUGUST 24-28, 1964 WORKSHOP FOR 71 TEACHERS NEWLY ASSIGNED TO 20 DETROIT SCHOOLS."

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A 1-WEEK WORKSHOP PRECEDING ASSIGNMENT TO INNER-CITY SCHOOLS WAS EVALUATED BY DEPTH INTERVIEW OF 52 TO 71 PARTICIPANTS AFTER COMPLETION OF THEIR 1ST YEAR OF TEACHING. AN OUTSIDE INVESTIGATOR CONDUCTED THE INTERVIEWS, USING A 48-ITEM QUESTIONNAIRE COVERING REACTIONS TO THE WORKSHOP, REACTIONS TO THE FIRST SEMESTER OF TEACHING, AND GENERAL RECOMMENDATIONS FOR FUTURE WORKSHOPS. TEACHER RESPONSE TO THE WORKSHOP WAS 66 PERCENT UNFAVORABLE, 94 PERCENT FELT WORKSHOPS OF THIS TYPE SHOULD BE CONTINUED, PROVIDED CERTAIN MODIFICATIONS WERE MADE. THE WORKSHOP WAS JUDGED SUCCESSFUL IN FAMILIARIZING TEACHERS WITH SCHOOL STAFF AND RESOURCES, BUT LESS SUCCESSFUL IN PREPARING THEM FOR DEALING WITH PUPIL BEHAVIORS, SUCH AS LACK OF SELF-CONTROL OR SOCIAL RESPONSIBILITY, EMOTIONAL PROBLEMS, AND POOR SELF-IMAGE. TEACHING WAS MORE DIFFICULT THAN HAD BEEN ANTICIPATED. THE TEACHERS FELT THAT THE SCHOOL CURRICULUM WAS INSUFFICIENTLY RELATED TO INNER-CITY LIFE AND THAT SOURCES FOR REMEDIAL WORK WERE INADEQUATE. (AF)

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EVALUATION OF A WORKSHOP

FOR

TEACHERS NEWLY ASSIGNED TO INNER CITY SCHOOLS

by

Sylvia M. Obradovic

Detroit, Michigan
1966

SP 000330

COURSE EVALUATION OF THE WAYNE STATE UNIVERSITY "AUGUST 24-28, 1964 WORKSHOP FOR 71 TEACHERS NEWLY ASSIGNED TO 20 DETROIT SCHOOLS"

Conducted by the Detroit Public Schools and
the Delinquency Control Training Center,
Wayne State University

Report with recommendations prepared by Sylvia M. Obradovic
Wayne State University

PREFATORY NOTE

During the summer of 1964, the Delinquency Control Center of Wayne State University conducted a one-week workshop for teachers newly assigned to certain inner-city schools in Detroit. The instructional staff was paid from a training grant received from the Office of Juvenile Delinquency and Youth Development of the Department of Health Education and Welfare on behalf of the President's Committee on Juvenile Delinquency and Youth Crime. The teachers who attended the workshop received compensation from the Detroit Public Schools.

Because the College of Education at Wayne State University is planning to engage in a varied series of programs designed to help teachers better meet the needs of disadvantaged youth, it was decided to utilize some of the College's research funds in an intensive evaluation of this particular project. It was hoped that data would be gathered which would be suggestive not only of better plans for future workshops but of the features to be incorporated in the total program of the College.

With this aim in view, Dr. Sylvia M. Obradovic, who had had no connection with the original workshop, was engaged to gather data and prepare recommendations derived from her interpretation of them. She brought to this endeavor an unusual combination of training and experience. She had worked in California on experimental programs for student teaching; she had just returned from Africa where she had first-hand experience with the impact of cultural phenomena upon educational processes.

The material which follows is her report. It has been unaltered except for technical editorial corrections which respect the substance of her observations. It is hoped that the insights in her document may be of use not only to the faculty of Wayne State University but to others who are wrestling with the problems of providing better pre-service and in-service education to teachers who will work with culturally and economically handicapped young people.

In reading this report, it is important to keep in mind the fact that in order to gain perspective, the data were collected toward the close of the school year following the workshop.

William W. Wattenberg
Professor of Educational Psychology

SUMMARY

This report is primarily an evaluation of a Wayne State University summer workshop which was conducted in order to help prepare teachers to work with disadvantaged youth.

In order to allow the newly-assigned teachers time for experiences to help them gain some perspective relative to the value of various aspects of the workshop, the evaluation was made toward the end of their first year of teaching in their new schools. A large representative sample of newly-assigned teacher-participants of the workshop was contacted for depth interviews. From their responses was obtained an evaluation of the workshop and suggestions for increased effectiveness of Wayne State University staff in this and other types of related activities.

Two approaches were followed in preparing this report. First, an objective analysis was made of the workshop based on responses of teacher-participants, taking their responses at face value, and followed by their recommendations. This constitutes the body of the report. Secondly, a subjective synthesis was made of ideas emanating from the analysis of teachers' responses and implications derived thereof in light of the researcher's interpretations, and followed by the researcher's recommendations. This constitutes the conclusion of the report.

Ideas are presented which are of especial concern to the public school system with regard to:

(1) selection and special training of teachers for inner city schools,
(2) administrative assistance required by these teachers,
(3) need for extra school facilities for children who are so greatly dependent upon the schools for them; and
(4) development of curricula geared to the level of the children, more closely related to inner city life, and offering a school-wide remedial program as well as enrichment experiences.

It is suggested that Wayne State personnel may provide assistance to the school system in development of curricula and in the development of teachers having wholesome professional attitudes as well as practical skills in classroom management through:

(1) courses in child and adolescent psychology, interpersonal relations, and social and cultural anthropology designed to promote greater insight into and understanding of children's behaviors,
(2) practical courses in classroom management, audio-visual and remedial techniques, lesson planning and school procedures,
(3) student teaching contacts both within and out of the inner city,
(4) demonstration classes in inner city schools designed to reveal good teaching and handling of typical problems in a realistic setting.

In addition to recommendations for consideration in teacher training programs, a plan is presented for a workshop for in-service teachers embracing these four aspects:

(1) Lectures and discussions on relevant topics in child and adolescent psychology, interpersonal relations, social and cultural anthropology and classroom management,
(2) Conferences in inner city communities between teachers and people intimately involved with the lives of disadvantaged youth, including the youth and their parents,

(3) Summer experimental classes for disadvantaged youth conducted by teams of newly-assigned and experienced teachers attempting to develop effective techniques for improving instruction,

(4) University staff participation in making more readily available to teachers resource materials and in functioning as resource personnel or consultants as, for example, in Saturday workshops after the beginning of the school year.

The role of the University in conducting research is recognized and suggestions are made for research studies on the inner city school image and on potential school drop-outs.

It is intended that this study may be of value both to the school system and to Wayne State University in two ways: first, as fundamental research on the dynamics of workshops, and, secondly, as a basis for creative planning of more effective workshops teacher training and other educational activities, especially those designed to provide realistically for meeting the dire needs of disadvantaged youth through assistance to their teachers.

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I. INTRODUCTION

For one week toward the close of the summer of 1964, a "Workshop for 71 Teachers Newly Assigned to 20 Detroit Schools" was conducted at Wayne State University and co-sponsored by the Detroit Public Schools and the Delinquency Control Training Center of Wayne State University. This report is the result of a research study designed to assess the practical value of this workshop and to derive suggestions for future activities of assistance to teachers of disadvantaged youth.

By the end of the first year in their new assignments, teachers had had a chance to experience some of the problems discussed and apply some of the ideas developed in the workshop. Thus, they had presumably gained some perspective relative to the value of various aspects of the workshop in preparing them for their work. Therefore, the evaluation was undertaken at that time.

PURPOSE OF EVALUATION

The purpose of this study is twofold: First, is the attempt to evaluate the workshop in terms of the newly assigned teachers' perceptions of the effectiveness of various aspects of the workshop and resources in preparing them to meet the situation which faced them in their new assignments. In order to accomplish this, it was necessary to look at the teachers' perceptions of the inner-city schools and pupils, the attitudes the teacher brought to this new school situation and the teachers' needs and expectations of the workshop.

Secondly, the study sought to obtain suggestions which may be of use to the Wayne State University staff in planning future activities of the course-type and in planning for the provision of relevant resource materials and/or personnel accessible to teachers in inner-city schools. In order to accomplish this, teachers were solicited for their specific reactions to the workshop organization, content and conduct and for recommendations for improvement. In addition, the researcher has contributed recommendations.

SCOPE OF STUDY

The report herein contained is based upon depth interviews of a large representative sample of the newly-assigned teachers, exclusively. Their responses are taken at face value and presented along with the teachers' recommendations and those of the researcher as well as implications derived from them. The latter are based primarily upon interpretations of the data.

No attempt has been made to review the daily attitude forms or any evaluative expressions the workshop participants may have made prior to this study. In order to provide for the preparation of a relatively unbiased report, the evaluation was conducted by an outside investigator who was not at any time or in any way involved with the workshop. Thus, the information herein contained was obtained directly from the participating teachers with the exception of the description of the workshop. This description was taken from "Report on the Workshop for Detroit Teachers Newly Assigned to 20 Inner-City Schools, August 24-28, 1964" by Richard Wisniewski and James Boyce, September 15, 1964.

DESCRIPTION OF WORKSHOP

"Workshop for Detroit Teachers Newly Assigned to 20 Inner-City Schools, August 24-28, 1964."

OBJECTIVES OF THE WORKSHOP

General Objectives of the Workshop:

The overall goal was to help prepare teachers to work with disadvantaged youth.

Specific Objectives of the Workshop:

(1) To provide an opportunity for the principal of each school to become acquainted with his new staff members and to help prepare them for their new assignments. Conversely, to give the newly-assigned teachers an opportunity to meet their principal and some of their new colleagues and to find answers to questions related to their new assignments before the actual opening of the schools.

(2) To provide an opportunity for the principals and at least one experienced teacher from each school to share their insights and experiences with the newly-assigned teachers, e.g., school routines, materials, teaching techniques, community insights, etc.

(3) To provide an opportunity for the workshop staff to deal with some of the major socio-psychological problems faced by disadvantaged youth in an effort to help allay some of the concerns (both real and imaginary) held by some teachers assigned to inner-city schools.

ORGANIZATION OF THE WORKSHOP

Timing:

August 24-28, 1964, approximately two weeks before opening of the schools.

Participants of Workshop:

1. 20 administrators (principal or vice-principal from each participating school).
2. 25 experienced teachers, at least one from each participating school.
3. 71 newly assigned teachers.
4. 2 attendance officers.

Workshop Staff:

1. Mr. James Boyce, Dept. of Sociology, WSU, co-director
2. Dr. Richard Wisniewski, Dept. of Educ. Sociology, WSU, co-director
3. Dr. Frances Cousens, Dept. of Sociology, Mercy College, formerly of WSU and the Great Cities Project
4. Dr. Ester Callard, Dept. of Home Economics, WSU
5. Dr. Norma Law, Dept. of Elementary Education, WSU
6. Mrs. Muriel Rosenbaum, Oak Park Public Schools
7. Miss Helen Miller, Birmingham Public Schools

CONTENT AREAS

1. Sociology of urban schools.
2. Characteristics of inner-city and its youth.
3. Attitudes of disadvantaged youth; language barriers to communication.
4. Instructional and remedial techniques, Great Cities Project.
5. School-community areas.
6. School system and intergroup relations.

INSTRUCTIONAL TECHNIQUES UTILIZED

1. Lectures
2. Small group and panel discussions
3. Films
4. School-community tours
5. Daily attitude form

RESOURCES UTILIZED

1. Elected civic official
2. Community leaders
3. Films
4. Literature (distributed)
5. Members of workshop (WSU Staff, principals, experienced teachers)

II. EVALUATION

METHODOLOGY

PROCEDURE

Newly assigned teachers who had attended the workshop were contacted toward the end of their first year of teaching at their new assignment, a minimum of eight months after the close of the workshop.

Each newly assigned teacher who agreed to participate in this evaluative study was interviewed personally by one of three interviewers. He was asked to recall his attitudes, pre-teaching anxieties, and early impressions of this year's teaching experience and to try to relate his approaches toward handling problems he encountered to sources of help he received prior to or during the experience. A minimum of 45 minutes was allowed for each interview, with additional time up to three hours available when needed. Efforts were made toward depth interviewing, by utilizing many open-ended questions. Interviews were conducted confidentially, usually either at the teacher's school or home.

SAMPLE

All of the newly-assigned teachers who attended the workshop were requested to participate in the evaluative study. Of these 71 teachers, 52, or 73%, participated and these constituted the representative sample used in the study.

A description of the 52 interviewees is given below, with respect to personal data, teacher education, teaching experience, placement, status and certification.

1. Personal Description:

Age Group:	20-25,	22 teachers
	26-30,	9 teachers
	31-40,	11 teachers
	41-50,	6 teachers
	Over 50,	4 teachers
Sex:	Women:	37 teachers (71%)
	Men:	15 teachers (29%)
Race:	Negro:	27 teachers (52%)
	White:	25 teachers (48%)

2. Teacher Education:

Institution of training:	Wayne State University:	31
	Other Detroit Institutions:	3
	Other Michigan Institutions:	6
	Out-of-State Institutions:	9
Highest Degree Earned:	Bachelors:	39 teachers (75%)
	Masters:	13 teachers (25%)

3. Previous teaching experience if any:

New to Detroit Public Schools:	21 teachers (including 5 from another school system)
Transferred from another Detroit School:	30 teachers
Returning from Leave:	1 teacher

Years of Teaching Experience

Up to one year:	24 teachers
1 - 2 years:	3 teachers
3 - 4 years:	6 teachers
5 - 9 years:	13 teachers
10 - 15 years:	3 teachers
16 - 20 years:	2 teachers
Over 20 years:	1 teacher

4. New Assignment:

Grade Level:	Kindergarten:	3 teachers
	Primary, 1 - 3:	16 teachers
	Upper Elementary, 4 - 6:	9 teachers
	Elementary, 1 - 6:	9 teachers
	Junior High, 7 - 9:	13 teachers
	Special, Elementary:	2 teachers

Special Field:	Music:	2 teachers
	Art:	1 teacher
	Auditorium:	1 teacher
	Library:	1 teacher
	Health Education:	2 teachers
	Special Education:	2 teachers
	Resource teacher:	1 teacher

5. Status and Certification:

Status:	Probationary:	26 teachers
	Continuing Contract:	22 teachers
	ESRP:	3 teachers
Certification:	Provisional:	28 teachers
	Permanent:	22 teachers
	Special:	1 teacher

QUESTIONNAIRE:

The questionnaire* consisted of 48 questions of the closed, open-ended, or mixed type grouped under three categories:

1. Reactions to the Workshop (Items 1-18);
2. Reactions to the First Semester of Teaching (at the Inner-city school) (Items 19-39); and
3. General Recommendations (to WSU staff) (Items 40-48).

Examples of types of items on the questionnaire are given below:

Closed-end: "Indicate how much help you derived from each of the kinds of participants in the workshop for each workshop activity. (Score 1 to 4 for least to most helpful, 0 for not helpful)." (Item 14.) Here the respondent rated each type of participant, WSU staff, principal, experienced teacher, and other teachers, for each of the eight workshop activities listed.

Open-ended: "What were your impressions of the school during the first week at your new assignment?" (Item 20). Here the respondent was encouraged to relate specific incidents which he recalled among his earliest impressions at the new school.

Mixed: "Do you feel a teacher's attitude toward his children determines the teachers' effectiveness with the children? a. If yes, what types of attitudes do you feel are desirable? b. If no, explain." (Item 47.) Here the respondent was encouraged to clarify his affirmative or negative response.

Items of these types were used to obtain information from newly assigned teachers relative to:

1. Teachers' evaluation of workshop especially with respect to practical usefulness of activities and resources.
2. Teachers' perception of the inner-city school, its pupils, and the school environment.

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*See appendix for sample questionnaire.

3. Teachers' assessment of needs of pupils and of new teachers, and suggestions of ways to meet these needs.
4. Attitudinal responses of teachers relative to teaching in inner-city schools.
5. Suggestions of potentially helpful university-sponsored activities for assistance to teachers of disadvantaged youth.

Presentations and Analyses of Responses: The responses of teachers to the items on the questionnaire are grouped according to the schedule given below. In parentheses are given the numbers of the items on the questionnaire which are grouped together.

GROUPING OF QUESTIONNAIRE RESPONSES

(The Item Number on the Questionnaire is Given in Parentheses)

I. REACTIONS TO WORKSHOP
   1. Overall Reaction (no item number)
   2. Expectations, findings, surprises, misleading aspects (items 3, 4, 5, 6, 13)
   3. Usefulness of workshop activities (items 9, 10, 11, 12)
   4. Helpfulness of workshop participants, rating (items 14, 15)
   5. Attitudes affected through the workshop (items 17, 18)
   6. Opportunities for participation in workshop (items 1, 2, 16)
   7. Timing, duration (items 2, 7, 8)
   8. Validity of Data

II. REACTIONS TO FIRST SEMESTER OF TEACHING AT INNER-CITY SCHOOL
   1. Pre-teaching anxieties of teacher (items 19a, 19b)
   2. First impressions of new school (items 20, 21, 22)
   3. Teachers' perception of pupils (items 29, 37)
   4. Teachers' perception of schools (items 36, 37, 38, 39)
   5. Helpfulness of school staff (items 26, 27, 28)
   6. Identification of pupils needs (items 23, 30)
   7. Modification of Teaching techniques (items 23, 24, 25)
   8. Attitudes relating to inner-city schools and their pupils (items 31, 32, 33, 34, 35, 47)
   9. Validity of Data

III. GENERAL RECOMMENDATIONS FOR WAYNE STATE UNIVERSITY STAFF
   1. Help needed by teachers (items 40, 41)
   2. Courses useful to inner-city teachers (items 42, 43)
   3. Other assistance desired from Wayne State Staff (items 44, 45, 48)

Wherever feasible quantitative data are presented in tabular form. In order to retain, insofar as possible, the full flavor of responses to open-ended questions, especially these responses are presented qualitatively.

The methods of analysis of the data selected were those which would provide clear distinctions between responses for evaluative purposes.

For quantitative data, in some cases, weighting gave a score, in others percentage or central tendencies proved more useful.

Qualitative data were submitted to content analysis and usually presented in order of predominance of responses in each category, except where noted otherwise.

RESULTS

REACTIONS TO THE WORKSHOP

OVERALL REACTION

A statement expressing his overall reaction to the workshop was solicited from each teacher. This statement was categorized as favorable or unfavorable, and the degree of reaction was noted. Results obtained are given in Table 1.

Table 1 - OVERALL REACTION TO THE WORKSHOP

DEGREE OF REACTION	NUMBER OF FAVORABLE RESPONSES	NUMBER OF UNFAVORABLE RESPONSES
Highly	7	5
Moderately	14	7
Slightly	15	4
Total Responses	36	16
Weighted Responses = Score (high=3, Moderate=2, and slight=1)	64	33

The sample of 52 teachers expressed 36 favorable and 16 unfavorable reactions to the workshop in general. These responses were weighted with respect to the degree of reaction as shown in Table 1, and "high" was given a weight of 3, "moderate" was given a weight of 2, and "slight" was given a weight of 1. Weighting the responses gives an overall score of favorable, 64; unfavorable, 33; or 66% favorable and 34% unfavorable overall reaction. Later in the interview when asked if workshops of this type should be continued, 46 teachers (94%) answered in the affirmative, generally adding the qualification that modifications in accordance with their suggestions be made in order to increase their effectiveness.

General statements relevant to the teachers' overall response are listed below according to whether the statement reveals a favorable or unfavorable reaction. These are categorized and presented only to show the variety of reactions. Statements relating to specific features of the workshop are presented later in this report in conjunction with other data.

Table 1A - OVERALL COMMENTS RELATIVE TO WORKSHOP

FAVORABLE REACTIONS	UNFAVORABLE REACTIONS
1. General-"dynamic many times"; "Thought it was of some benefit"; "worthwhile, meaningful to me"	1. General-"waste of time"; "ridiculous";"very boring"; "Just superficial talk"
2. Usefulness "I was completely new";"I had been out of school and needed it.";"I became better prepared (to meet the situation)."; "Helpful to anyone new to system"	2. Usefulness "Didn't prepare me for inner-city. I was not prepared to meet the needs of the pupils."; "Not practical for new teachers, not giving real insight into problems they face"; "I've been teaching. It wasn't particularly helpful for this specific teaching assignment"
3. Attitudes "Helped teachers overcome negative attitudes";"Opened up negative matters of discussion";"Reminded teachers of their responsibilities to the children";"made me realize I should take more time to understand children"	3. Attitudes "Workshop was too negative, scared some teachers";"Too much emphasis on negative things happening at the schools"; "Principal expounded his prejudices at end"
4. Information "Received more accurate information and sound advice here than by any other means"	4. Information "Speakers said nothing new"; "Old stuff to me"; "Nothing I didn't know";"Didn't learn much"; "For that kind of information I could read newspaper"

EXPECTATIONS, FINDINGS AND SURPRISES

Kinds of Help Expected by Teachers Through the Workshop

Teachers were asked questions to recall the kinds of help they expected to derive through participation in the workshop and the degree to which these expectations were met. A consideration of these expectations should take into account the reasons the teachers felt they were selected for participation in the workshop. The responses to this question are distributed as shown in Table 2.

TABLE 2

SELECTION OF TEACHERS FOR WORKSHOP PARTICIPATION

Reason I was Selected	Number of Responses	% of Responses
To receive general orientation	8	12%
Because I am a new teacher in Detroit	23	38%
Because I was assigned to an inner-city school.	30	50%

Inasmuch as 50% of the felt reasons expressed for being selected for the workshop were because of the school to which the teacher was assigned, the teacher's expectations tended to be correspondingly oriented toward securing help in facing problems they anticipated awaited them in the new school situation. Their expectations and the extent to which these expectations were fulfilled are presented in Table 3.

TABLE 3

TEACHERS' EXPECTATIONS OF WORKSHOP

	Number of Expressed Expectations	Number of Expressed Fulfillments	Satisfaction: Expressed Fulfillment		
			%age	Rank	Degree
1. Orientation to their schools & system	26	6	23%	5	Very low
2. Increased understanding of children	15	3	20%	7	Very low
3. Specific techniques & tips useful in situation	14	3	21%	6	Very low
4. Information	9	7	77%	2	Very high
5. Dealing with attitudes of children & teachers	7	2	30%	3.5	Moderately low
6. Insights into children's problems & behaviors	7	2	30%	3.5	Moderately low
7. Personal contact with principal and teachers	5	4	80%	1	Highest
8. Practical experience in working with children	4	0	0%	8	Lowest
TOTAL	87	27			
Mean			31%		

Of 87 expectations expressed,27, or 31% were fulfilled. The highest fulfillment was derived by the five teachers expecting personal contact with principals and other teachers (80%) or the nine seeking information (77%). However, these teachers accounted for only 17% of the expectations reported.

Of 29 teachers (36% of responses) expecting to gain a greater understanding of children, their attitudes and insights into their behavior, only 7, or less than 25%, were satisfied. Of 18 teachers (21% of total) seeking practical help in specific techniques and tips in dealing with children in these school situations and practical experience working with children, only three, or 17%, were satisfied.

The largest single expectation was of orientation to the Detroit school system in general or to the specific school. Of these 26 responses (30% of the expressed expectations) only six, or 23%, expressed fulfillment of their expectations.

Over half of the expectations (47, or 54%) were of deriving help in understanding and dealing with the problems encountered in working with children. (See items, 2, 3, 5, 6. and 8 on Table 3). Fulfillment of these expectations amounted to 10, or 21%.

These data show that the majority of teachers expected to gain help from the workshop which they did not, in their view, gain. Especially subject to disappointment were those seeking help of a practical nature or assistance in developing a deeper understanding of children.

UNEXPECTED FEATURES OF THE WORKSHOP

While many teachers expected to participate in small group discussions, visit inner-city schools and communities, attend lectures, and meet principals and experienced teachers, others (32 teachers) found surprises in some aspects of these and other features of the workshop. The surprise reactions are categorized as "favorable" and "unfavorable" and listed here in order of their predominance. Less than ten reactions falls in the most predominant category.

The most unfavorable surprises and comments made by the teachers are given below:

1. Lectures - The most common criticism of the lectures was that they were too general, too superficial, and lacking in thoroughness. Several teachers felt they needed to be more specific. "Speakers said nothing new", was one comment. Secondly, the feeling was that there were too many lectures and they were too long. Thirdly, "too much emphasis was placed on sociology"; "teachers without sociology background found it difficult."
2. Films and slides - The films and slides shown were considered inappropriate. Studies on migrants and people of the South were felt to be irrelevant to, or beyond the scope of, the workshop.
3. Small group discussions - While these were expected by many, participants found, to their surprise, that they were "too haphazard". They felt they "needed a definite outline" or structure to the discussion in order to better benefit by them.

4. Negative attitudes expressed by the Wayne State staff and other participants surprised a number of teachers. They spoke of some participants expressing their personal prejudices and a "racial identification" of the problem which, they felt, was unjustified.
5. The selection of a "political speaker" met with unfavorable surprise in some teachers. Others had the same reaction to "emphasis on behavior" (by which, presumably, is meant emphasis on misbehavior of children in school).

A few teachers mentioned principals who "talked too much" and "dominated discussions," some even saying "their presence limited freedom of speech."

Many teachers found unexpected features of the workshop which pleased them. The most predominant ones are given below:

1. Visiting schools and the community - "Visiting the school was helpful", and "the main thing is to know the school", were typical teacher's comments.
2. Informal atmosphere - The informality which characterized workshop activities was mentioned appreciately by some of the teachers.

Misleading aspects of the Workshop

Most teachers (30) reported that the workshop was not misleading to them in any respect. However, twenty teachers felt that some aspect of it was. Their comments, falling mainly into the four categories presented below, are given in the language of the teachers. The categories are listed in order of predominance followed by the number of contributing comments.

The workshop offered a distorted picture of the inner city schools and communities. (7 comments)

Many times the views expressed were unrealistic, and generally negative, although in one case a principal presented an unrealistic "rosy" picture. Inner-city schools were presented as if so different from other schools that they might be on a different continent, and all inner-city schools were taken as being alike, which they are not. Too much stress was placed on how disadvantaged youth act, and the inference was that teaching in an inner-city school is distasteful. Great problems were attributed to the schools, and the manner in which school problems were related to new teachers led them to become fearful. There were insinuations that people in the inner city don't care about their children and that regardless of what you do they aren't going to do things differently.

The workshop missed the heart of the problem. (6 comments)

It never got to the core. It was too general, and didn't cover things it should have covered. Everyone was idealistic and lost view of what they were trying to do. Prejudices were stressed so much that it seemed like a civil rights rally. There was too much creation of problems without solution of them.

Assistance being given to inner-city schools was overemphasized. (3 comments)

We were told about the wonderful Great Cities program, only to find out later that it didn't include the schools we, at the workshop, were concerned with. We were led to believe that the Board of Education is doing everything it can, but I found out that that's not true. I didn't have necessary books, equipment, etc.

Essential points were not stressed enough. (2 comments)

> They really didn't give a good idea of what it would be like. They said that it would take time for the children to accept us, but they didn't emphasize how long it would take.

Some specific workshop features were held to be misleading by individual teachers.

> The list of words I took down from the talk on language barriers are words I seldom, or never, hear used at my school. What we got in the small groups wasn't always right. I disagree with the WSU staff members' suggestions of a correlation between income and education. We teachers were just on-lookers.

USEFULNESS OF WORKSHOP ACTIVITIES

One of the most important types of data for this study was the teachers' evaluation of the usefulness of various features of the workshop activities and resources with reference to actual school situations. To obtain this information, the teachers were asked to rate fifteen listed features in rank order according to their usefulness to the teacher during his first year of teaching in the inner-city school. In addition, teachers were asked to state which feature proved to be the most, and which the least, useful to them, as well as which activities could have been more useful if they had been conducted differently.

The results of these ratings of fifteen workshop features are given in Table 3A. The scores are derived from the weighting of responses whereby "not useful" = 0, "slightly useful" = 1, "moderately useful" = 2, and "very useful" = 3. In the first column are the features listed in order of rank according to the score. The next two columns give the most and second most predominant rating and the last column gives the score.

TABLE 3A USEFULNESS OF WORKSHOP FEATURES

WORKSHOP FEATURE	RANK OF RATINGS Most Predominant	Second Most Predominant	SCORE
Tour of Community	Very useful	Moderately useful	2.53
Opportunity to meet new principal	Very useful	Moderately useful	2.51
Visits to school	Very useful	Moderately useful	2.42
Opportunity to meet experienced teacher	Very useful	Moderately useful	2.38
Small group discussion	Very useful	Moderately useful	2.38
Talks on inner-city and its schools	Very useful	Moderately useful	2.17
Talk on language barriers	Moderately useful	Very useful	2.13

TABLE 3A USEFULNESS OF WORKSHOP FEATURES (continued)

WORKSHOP FEATURE	RANK OF RATINGS Most Predominant	Second Most Predominant	SCORE
Articles distributed to participants	Moderately useful	Very useful	2.11
Teacher-principal panel discussion	Very useful	Moderately useful	1.95
Talk on Great Cities	Very useful	Moderately useful	1.91
Film: Our Other Children	Moderately useful	Very slightly useful	1.91
Talks on Disadvantaged Youth	Moderately useful	Very useful	1.89
Block club leaders-panel discussions	Moderately useful	Very useful	1.84
Talk on remedial techniques	Very slightly useful	Moderately useful	1.47
Daily attitude forum	Moderately useful	Not useful	1.33

Practically all teachers felt the visit to the school and tour of the community, as well as the opportunity to meet their new principal proved helpful to them to varying degrees.

The six features most often rated as "very useful" are listed in Table 4 in order of predominance, followed by their rank on the "most useful" scale. The number of teachers rating each feature as "most useful" is also given.

TABLE 4 - MOST USEFUL WORKSHOP FEATURES

RANK: "Very Useful"	Features most Frequently Rated "Very Useful": (Over 20 responses for each)	Same Features on Rating "Most Useful" No. of respon.	Rank	Evaluation
1.	Small group discussions	14	1	Most Useful
2.	Tour of community	6	4	Fourth most useful
3.	Opportunity to meet experienced teacher	5	5	
4.	Opportunity to meet principal	10	2	Second most useful
5.	Visit to school	5	5	
6.	Talks on inner-city & its schools	7	3	Third most useful

Five teachers also listed the talk on remedial techniques as "most useful."

The four features of the workshop rated "least useful" are given in Table 5 in order of their predominance followed by the number of responses.

TABLE 5 - LEAST USEFUL WORKSHOP FEATURES

Rank	Features Most Frequently Rated "Least Useful"	Number of Responses
1.	Daily attitude form	16
2.	Talk on Remedial Techniques	9
3.	Block-club leaders' panel discussion	6
4.	Teacher-principal panel discussion	5

More teachers (12) regarded the daily attitude form as "not useful" than any other feature of the workshop.

In addition, six activities which teachers most often indicated could have been more useful if they had been conducted differently are listed in order of predominance in Table 6, followed by the number of responses.

TABLE 6 - WORKSHOP FEATURES MORE USEFUL IF WITH MODIFICATIONS

Rank	Features	Number of Responses
1.	Talk on Remedial Techniques	12
2.	Block-club leaders' panel discussion	8
2.	Small Group Discussion	8
3.	Talk on Disadvantaged Youth	6
4.	Teacher-principal panel discussion	5
4.	Tour of community	5

The talk on remedial techniques met with ambivalent reactions, ranking as fifth most useful, second least useful, and first among those which could have been more useful with modification. This suggests a real need for this type of information, which need was not met adequately for most teachers.

Further, these results suggest that the most effective features--small group discussions and a tour of community--might well have been even more effective, while the relatively club-leaders and teacher-principal panels might have been rather effective had they been conducted with modifications.

HELPFULNESS OF WORKSHOP PARTICIPANTS

In order to gain more insight into the dynamics of the workshop, it will be useful to know how the different kinds of workshop participants functioned. The teachers' ratings of the kind of workshop participant regarded as most helpful in general resulted in the ranking of participants shown in Table 7.

TABLE 7 - MOST HELPFUL WORKSHOP PARTICIPANTS

Rank	Kind of Participant	No. of Responses	Percentage %
1.	Experienced Teachers	27	40
2.	Principals & Assistant Principals	26	39
3.	Wayne State University Staff	13	21
4.	Other Teachers	0	0

However, this ranking does not reveal a complete picture, as the participants functioned in various ways with respect to the various features of the workshop activities. In order to obtain a measure of the ways in which each kind of participant functioned most effectively, teachers were asked to rate each kind of participant on a four-point scale (from 1.0 for "slightly helpful" to 4.0 for "most helpful") with regard to ten characteristic workshop functions. The results obtained are presented in Table 8. The first column lists workshop functions and column two gives the corresponding modes for "most helpful" kind of participant. Scores derived from the ratings are shown in the remaining columns, where top ranking participants are shown for each function according to scores.

TABLE 8 - HELPFULNESS OF WORKSHOP PARTICIPANTS IN VARIOUS FUNCTIONS

WORKSHOP FUNCTION	MODAL RANKING OF MOST HELPFUL KIND OF PARTICIPANTS		RANKING BASED ON SCORE (4.0 = MOST HELPFUL			
	First Rank	Second Rank	Highest Ranking		Second Highest Ranking	
			Score	Particip.	Score	Particip.
Providing information during small group discussions	Principal	Experienced Teacher	3.21	Experienced Teacher	3.09	Principal
Dealing with practical problems	Experienced Teacher	Principal	3.21	Experienced Teacher	2.81	Principal
Providing opportunity to freely ask questions	Experienced Teacher	Principal	3.05	Experienced Teacher	2.88	Principal
Answering questions about the school	Principal	Experienced Teacher	3.57	Principal	2.46	Experienced Teacher
Answering questions about the community	Principal	Experienced Teacher	3.45	Principal	3.19	Experienced Teacher
Answering questions about the pupils	Experienced Teacher	Principal	3.36	Experienced Teacher	3.15	Principal
Providing information on disadvantaged youth and the inner-city	Wayne State University	Experienced teachers and other teachers	3.07	WSU Staff	2.35	Principal
Providing help in overcoming anxieties	Principal	Experienced Teacher	3.18	Principal	3.02	Experienced Teacher
Reinforcing positive attitudes	WSU Staff	Principal	3.02	Principal	2.70	WSU Staff
Challenging Negative Attitudes	WSU Staff	Principal	2.73	WSU Staff	2.57	Principal

All scores above 3.0 (very helpful) fall into this table.

The scores also provide a measure of the main functions in which each kind of participant was most effective. The top three ranking functions for each kind of participant in order of rank are given below, followed by the score in parentheses.

Principals, assistant principals:
1. Answering questions about the school (3.57)
2. Answering questions about the community (3.45)
3. Providing help in overcoming anxieties (3.18)

Experienced teachers:
1. Answering questions about the pupils (3.36)
2. Providing information during small group discussions and dealing with practical problems (3.21)
3. Answering questions about the community (3.19)

Wayne State Staff:
1. Providing information on disadvantaged youth and the inner-city (3.07)
2. Challenging negative attitudes (2.73)
3. Reinforcing positive attitudes (2.70)

Other teachers:
1. Dealing with practical problems and providing information to freely ask questions (1,90)
2. Providing information during small group discussions (1.79)
3. Answering questions about the community (1.71)

From the mean score is obtained the ranking of each kind of participant in terms of overall helpfulness, as shown in Table 8A.

TABLE 8A - OVERALL HELPFULNESS OF WORKSHOP PARTICIPANTS

Rank	Kind of Participant	Mean Score	Overall Rating
1.	Principal	3.01	Very helpful
2.	Experienced Teacher	2.81	Very helpful
3.	Wayne State Staff	1.85	Moderately helpful
4.	Other Teachers	1.56	Moderately helpful

A comparison of these results with those presented in Table 7 attests to the effectiveness of the principal and the experienced teachers, both of whose overall helpfulness was most keenly felt by newly-assigned teachers. Similarly, the results of Table 8A are consistent with those of Table 8 which show that the principal alone was either most or second most helpful in every workshop function listed.

ATTITUDES AFFECTED THROUGH THE WORKSHOP

Nineteen teachers (40% of the 47 responding) stated that during the workshop they experienced a reinforcement of attitudes. Forty-two teachers (84% of the 50 responding) revealed that some of their attitudes were challenged. The attitudes affected through the workshop are categorized and presented here, retaining the language of the teachers insofar as is practical. Following each main and sub-category, in parentheses is given the number of responses in the given category.

Attitudes Reinforced Through the Workshop

Reinforced attitudes relate to the children's needs and responses to help, teaching in inner-city schools, and parents' aspirations for their children.

Inner-city children need and can respond to help from their teachers. (22 responses)

1. The inner-city child has some disadvantages. Disadvantaged children need special help. Their background must be taken into consideration by the teacher in his attempts to help them. Deprived children need enrichment experiences. The Great Cities program would really be fine for them. (10 responses)
2. Being an inner-city teacher doesn't mean you will be unable to teach. These children, like all children, can be taught. They have a lot of capabilities which are not being used. They can learn like other children if given the opportunity and experiences. (8 responses)
3. Children everywhere are interested in learning. The attitudes of children toward learning are not the same for all inner-city children, however, some have good attitudes, while many don't care. (2 responses)
4. The workshop reinforced my expectations of inner-city children's behavior. All children brought up in such an environment are likely to act the same regardless of race. (2 responses)

Teachers' attitudes toward, and conversance with, inner-city children and parents is important. (11 responses)

1. It is important for the teacher to have positive attitudes toward the children. The teacher must be able to accept them [illegible] they are, and must realize how much the children need understanding. Teachers who don't want to be in a inner-city school shouldn't be there. It's always going to be up and down. My attitude toward helping them was reinforced. My liking to teach these youngsters was reinforced. (6 responses)
2. It is important for the teacher to know the children's background. The background of the kids must be taken into consideration as the teacher tries to bring them up and help them. I became more conscious of the child per se--more concerned of his background. (3 responses)
3. Inner-city teachers face difficulties in communication; there are language barriers. Teachers must learn to communicate at a level at which the parents and the children can understand. (2 responses)

Inner-City Parents Have Aspirations for their Children. (4 responses)

1. All parents really desire the best for their children. Parents of disadvantaged youth want just as much for their children as others want in terms of education. Parents in such communities in many instances are very much concerned about their children's education. (3 responses)

2. Levels of aspiration are directly related to education. (1 response)

Attitudes Challenged Through the Workshop

Some of the attitudes teachers held regarding teaching in inner-city schools, and inner-city children, their parents and community, and usage of terms were challenged at the workshop. In some instances the responses given by the teachers when interviewed were of the nature: "I came to realize . . . . ." from which statement the attitude held prior to the workshop was inferred.

These attitudes are presented below in order of predominance of each category, followed by the number of responses in parentheses.

Attitudes regarding teaching in inner city schools. (7 responses)

1. I had a negative attitude about teaching at this school from teachers and others who said it was a miserable school. This attitude was changed by meeting people who had worked there, seeing the community, and meeting community leaders. I had thought it was going to be such a difficult experience, but came to realize it wasn't, i.e., though challenging, it wasn't going to be impossible. I thought I would have problems with knifings. The workshop put me at ease. (3 responses)
2. I felt that inner-city schools were not given adequate facilities but found that much is being done. I thought they were being overlooked and that the children in them were not expected to achieve. More interest and attention is being placed on them than I thought. My attitude that classroom facilities need to be of a higher standard and more attractive to teach any children was challenged. (2 responses)
3. I didn't know I was so prejudiced. Now I want to try to give more of myself. (2 responses)

Attitudes regarding inner-city children. (4 responses)

1. My attitude was that these children's needs for help are the same as of other children. I decided these children need more help than I had before realized. The idea of saying there is no difference and treating the problem the same was challenged. (2 responses)
2. My attitude that you can succeed with every child was challenged. (1 response)
3. My attitude that most inner-city children do poorly on intelligence tests, are slow learners, and are poorly dressed was challenged. (1 response)

Attitudes regarding Parents and Community (3 responses)

1. My belief that parents are concerned about what their children do but don't know how to cope with them, and that most parents have a sense of values is the opposite of what one WSU leader said. (1 response)
2. I became more aware (of problems) through WSU staff members' talk on economic levels and aspiration level. (1 response)
3. Talk on morals - challenged attitude that the morals of these people are lower than those of the middle class. (1 response)

Attitudes regarding usage of terms (2 responses)

My attitudes about the use of terms such as "inner-city", "deprived areas", etc. was challenged. The speaker on language usage defended his use of terms which I felt were objectionable.

OPPORTUNITIES FOR PARTICIPATION IN WORKSHOP ACTIVITIES

All teachers newly assigned to 20 selected inner-city schools were invited to attend the workshop by a letter from Wayne State University Delinquency Control Training Center sent through the Board of Education. In two instances the teacher had earlier been informed of the proposed workshop by his new principal. Only two participating teachers found it difficult to attend; one because he was working nights and the other because of being in the process of moving.

A measure of the degree to which teachers felt they had the opportunity to participate in the workshop was obtained by determining (1) the extent to which they felt they could freely ask questions, and (2) in which sessions they felt this freedom. Their responses are given in Table 10 below.

TABLE 10 - OPPORTUNITIES FOR ASKING QUESTIONS DURING WORKSHOP

Question Asked Teacher	Affirmative Responses			Negative Responses
	Yes	Sometimes	Total (%)	
"Did you feel free to ask the question that most concerned you during the workshop?"	43 (83%)	6 (11%)	49 (94%)	3 (6%)
"In what session?"			Total, (% of affirmative)	
Small group Discussions	22	2	24 (53%)	
Informal breaks	15	2	17 (38%)	
Large group session	3	1	4 (9%)	

Forty-nine teachers (94%) felt free to ask questions that most concerned them at some time during the workshop. The three who did not said they felt new or usually did not talk much.

The freedom to ask questions was reportedly highest in the small group discussions (24 teachers or 53% of the total). Only four teachers (9% of those responding affirmatively) felt the freedom to ask questions at any time during the large group sessions.

TIMING AND DURATION OF WORKSHOP

For 50 teachers (96%) attending the workshop at the time scheduled was no hardship. The two dissentions were attributed to family summer obligations. The first and second time-preferences for a workshop are given in Table 9, listed in order of predominance followed by the number of responses and corresponding percentage of the total responses.

TABLE 10A - PREFERRED TIME OF WORKSHOP

Timing	First Choice No. of responses	% of total responses	Second Choice No. of Res.	% of total responses
Just before the opening of school	26	53	10	37
Just before school begins and continued after the beginning of school	15	31	6	23
During the University summer quarter	4	8	7	26
On Saturdays after the beginning of the school year	2	4	3	11
Other	2	4	1	3

The most predominant choice was that of 41 teachers (84%) who prefer a workshop just before the opening of school, 15 of whom would like it continued after the beginning of school. While only two wished a workshop on Saturdays exclusively, 15 were in favor of continuing the summer workshop on Saturdays after school opened.

Among the second choices, 16 teachers (60%) preferred the workshop just before the opening of school, 6 of whom felt it would be useful to continue it on Saturdays after school opens. Three others gave Saturdays workshops as their second choice.

VALIDITY OF DATA

Generally, the data presented in this section can be taken at face value as the free expressions of the participating teachers, with a few exceptions.

Despite assurances to the teachers of anonymity with respect to their responses, there was an appreciable decrease in the degree of candidness with which teachers characteristally responded to certain items on the questionnaire. Two such items in the first section especially should be mentioned.

Overall Reaction to the Workshop

The first response to this item tended to be favorable even in cases when it was accompanied by only negative comments.

For example, "Very good, except the presence of so many principals limited freedom of speech. Several teachers expressed this. At no time were we free of them. Too much emphasis was on the terrible things happening at the schools. It was too negative. Some teachers were scared as a result of the workshop."

Such ambivalence was handled by taking into account both the positive and negative comments and weighting them with respect to the degree of each type of reaction, as shown in Table 1.

Most Helpful Type of Workshop Participant

There was again some characteristic lack of freedom in expressing oneself candidly whenever items referred to the school principal. This was evident in the rating of types of workshop participants with respect to helpfulness to the newly-assigned teacher during the workshop. In answer to the question: "who was the most helpful" some teachers remarked, in effect, "Well, I guess I had better say the principal." This would not likely affect the rank of participants, but only the percentage of teachers placing a given type of participant in a particular rating class. Therefore, the predominance of the helpfulness of the experienced teacher may be greater than that indicated by the data.

In the ranking of first and second most helpful participant for each feature of the workshop activities there may be more effect due to this lack of candidness, and it may well be that the experienced teachers were the most, rather than second most, helpful participant in more ways that the data indicate.

REACTIONS TO THE FIRST SEMESTER OF TEACHING AT INNER-CITY SCHOOLS

It might be expected that teacher's reactions to their first semester of teaching at inner-city schools may reflect some of the ideas of the workshop. Especially it may be worthwhile to learn of their early reactions and adjustments they made to the problems confronting them in their new assignment. Therefore, teachers were asked for expressions of their feelings about the assignment (fears, attitudes), perceptions of the school and pupils, and their responses to the pupils' needs.

PRE-TEACHING ANXIETIES OF TEACHERS

One concern of the workshop was the anxieties felt by teachers newly assigned to inner-city schools. In this study they were asked if they had personally felt anxieties upon learning of their new assignment. Almost half of them (25 teachers or 48%) recalled having such feelings. Of the 29 who said they did not recall these anxious feelings, 7 (three men and four women) said they were familiar with inner-city schools or pupils from practice or previous teaching. In fact, of these, 4 teachers (1 man and 3 women) said they had asked to be assigned to an inner-city school.

Anxieties were categorized as given below in order of predominance, with number of responses in parentheses.

1. Anxieties normally arising from being faced with a novel situation. (12 teachers) One man and eleven women teachers expressed that they just felt that they were starting something new and wondered whether or not they could succeed.
2. Anxieties arising from anticipation of being in an unfamiliar type of teaching situation. (6 teachers) One man and five women teachers felt that their new situation would be very different because they had taught before in parochial or much smaller schools, or had had pupils of a different age group.

3. Anxieties arising from anticipation of facing an unpleasant and/or too difficult teaching situation. (5 teachers) Two men and three women teachers had heard unfavorable things about the inner-city and its schools. Their comments were: "I heard it was rough", "I was concerned about control and discipline". One told of being advised during teacher training to "get out of Detroit", and said that negative attitudes had been created downtown.
4. Anxieties arising from unspecified feelings. (2 teachers) One man teacher did not specify the source of his feelings, although the woman teacher admitted that she resented the Board's requirement that she transfer.

In addition, teachers were asked if they recalled observing during the workshop expressions indicating anxiety felt by other teachers. Nineteen responded in the affirmative (70% of 27 respondees), 6 explaining that these were first year teachers and another 6 offering the explanation that these teachers anticipated unpleasantness in the inner-city schools. Two of the latter referred to fears arising from the negative attitudes expressed during the workshop.

It may be pointed out that there were no comments to suggest that anxieties arose through anticipation of personal danger. However, when asked what attitudes were challenged through the workshop, one teacher had said, "I thought I would have problems with knifings; the workshop put me at ease."

FIRST IMPRESSIONS OF NEW SCHOOL

Teachers entertained a variety of first impressions of their new school; impressions of pupils, faculty, parents and community, and school plant. These impressions are classified, according to whether they were given in a positive or negative connotation, as favorable or unfavorable. They are listed in Table 10 followed by the number of contributing responses in parentheses.

TABLE 11 - TEACHERS' FIRST IMPRESSIONS OF NEW SCHOOL

FEATURE	FAVORABLE IMPRESSIONS	UNFAVORABLE IMPRESSIONS
SCHOOL IN GENERAL	Very good, good, all right (11) Not as bad as I expected (2)	Absolute depression; poverty with a capital P (1)
		Confusing, hectic, chaotic, unorganized (7) A complete change (4) High noise level (3) Very demanding (1) Too much stress on little things (1)
SCHOOL PLANT	Facilities great (2)	Facilities substandard (3)
PUPILS	Nice children, just like other kind (7) Eager to learn (3)	
	Respect teachers (1)	Poor respect for teachers (2)
	good discipline (1)	Need more discipline (3) Discipline not uniform in all rooms (1) High unrest; wild uncontrolled enthusiasm (2)
ADMINISTRATION	well impressed (7)	need strong principal and rules (1)
	dynamic principal; progressive woman (1)	
	principal and asst. helpful (1)	Administration too busy to be helpful (1)
	Cooperation, backing, understanding (1)	
TEACHING STAFF	well impressed, keen interest (3)	
	helpful to new teacher (2)	Not helpful to new teacher (1)
	friendly (2)	
PARENTS AND COMMUNITY	Much concerned about children (1) Positive attitude (1) Keen interest that children be well educated (1)	

Impressions which were predominantly favorable were held by 27 teachers (52%), and unfavorable by 17 (33%), 8 teachers revealing neither general inclination.

Next, teachers were asked how their impressions changed during the first semester, and to what did they attribute the change. Their responses are shown below.

TABLE 11A - CHANGES OF TEACHERS' IMPRESSIONS OF NEW SCHOOL

FEATURE	CHANGE TO FAVORABLE	CHANGE TO UNFAVORABLE
SCHOOL IN GENERAL	Not as overwhelming; getting used to school and pupils (4) I'm more at ease now with routines and staff (1)	It really is different (5) See it as rougher now (10)
PUPILS	Their habits have improved (2) They aren't as bad as I first thought (1)	There's not enough discipline (1) Pupils don't recognize me as teacher (1)
ADMINISTRATION	More organized (1) Less noise from loudspeaker (1)	Does not give teacher backing (2)
TEACHING STAFF	Teachers more helpful now (1)	Poor staff relations (2) Lower standards of profession than I thought (1)
PARENTS		High degree of hostility for teachers (1)

Most teachers did not report a change in their impressions during their first semester of teaching. Of 20 who did (39% of sample), the impressions of 6 were more favorable and those of 12 were less favorable.

Changes of impressions were usually reflections of pupils' behavior, principals' support or lack, and familiarity with the school and staff. In one case the workshop was held to have influenced the change "to a small extent".

TEACHERS' PERCEPTION OF PUPILS

Teachers were first asked their overall impression of the pupils. The variety of their responses is shown by the typical responses given here, followed by the number of responses in parentheses.

Academically, the children were described as wanting to learn (5) but lacking solid academic background (4); being of average capabilities, but not achieving to their capabilities (3). To several teachers, some pupils seem not school oriented, to the extent that "for some there seems to be no reason for school."

In terms of behavior, the children are described as being naturally exuberant, even boisterous, easily excitable, touchy and quick to anger (6), and agressive (3), but having a good sense of humor. Several teachers expressed that those in lower grades are "sweet" while in upper grades of elementary they are not very respectful, and in junior high, the older ones are alienated (3). Others expressed that the personal habits and behavior problems of their junior high pupils are average for junior high schools in Detroit. Said an elementary music teacher "they are wonderful kids to work with".

Teachers were asked to rate pupils, with respect to 14 characteristics on a five-point scale of "low", "below average", "average", "above average", and "high". Results obtained from these ratings are presented in Table 12. The first column lists the characteristics in order of score, the second gives the ranks of the ratings, the third column shows the rating in which the midpoint falls, the fourth gives the score derived from the five-point scale (average=3.0) and the fifth column shows the relative standing of each score.

The ratings of most teachers, adjusted to a three-point scale (below average, average, and above average) are: "above average" in friendliness to teacher, "below average" in seeking help, aspirations, self-discipline, oral communication, written communication and self-image, and "average" in other respects.

On the five-point scale, teachers scored their pupils highest in friendliness to the teacher, group loyalty, and cooperation with the teacher, in this order. The children scored above average in these characteristics.

TABLE 12 - TEACHERS' PERCEPTION OF PUPILS

CHARACTERISTIC	Rank of Rating		Rating in Which Lies Midpoint	Score (Aver. 3.0)	Relative Standing of Score
	Most Predominant	Second Most Predominant			
Friendliness to teacher	Average: Above Aver.	High	Above Aver.	3.5	Highest-Above Average
Group Loyalty	Average	Below Average	Average	3.3	Second Highest-Above Average
Cooperation with teacher	Average	Above Average	Average	3.1	Third Highest-Above Average
Desire to learn	Average	Above Average	Average	2.9	Very Slightly Below Average
Parental Expectations	Average	Above Average	Average	2.8	Slightly Below Average
Cooperation with one another	Average	Below Average	Average	2.8	Slightly Below Average
Morals	Average	Below Average	Average	2.8	Slightly Below Average
Capacity to learn	Average	Below Average	Average	2.8	Slightly Below Average
Aspirations	Below Average	Average	Below Average	2.8	Slightly Below Average
Seeking help (e.g. after school)	Low	Below Average	Below Average	2.4	Third Lowest; Below Average
Oral Communication	Average	Below Average	Below Average	2.4	Third Lowest; Below Average
Self Image	Below Average	Average	Below Average	2.4	Third Lowest; Below Average
Self Discipline	Below Average	Low	Below Average	2.2	Second Lowest; Far Below Aver.
Written Communication	Below Aver.	Low	Below Aver.	2.1	Lowest; Far Below Average

On the debit side, teachers score their pupils lowest in skills in written communication, next, self-discipline, and third lowest in the trio oral communication, seeking help after school and self-image. In these respects the children scored far below average, and slightly below average in other respects.

In making an overall statement describing their pupils, 15 teachers (29% of those responding) gave a predominantly favorable evaluation, 28 teachers (56%) an unfavorable evaluation and 8 teachers' (15%) evaluations were neutral.

(NOTE -- One problem in obtaining an accurate representation of teachers' perception of their pupils was the lack of specification as to which pupils in the school the teacher was asked to respond. Some elementary teachers mentioned a noticeable difference between the ratings they would give children in the primary grades and those in the upper elementary grades, e.g. with respect to cooperation with the teacher. In the absence of information as to whether the teachers' responses were based on the pupils of the school as a whole or on only those in his classes, this factor could not be taken into account.)

TEACHERS' PERCEPTION OF SCHOOLS

Perception of the New School

Teachers were asked to rate their schools with respect to 13 characteristics on a five-point scale of "low", "below average", "average", "above average", and "high". Results obtained from these ratings are presented in Table 13 on following page, listed in order of the decreasing score obtained for the characteristic. In cases of negative characteristics, these scores were inverted, e.g., Average = 3.0, so that a score of 3.5 in a problem area is translated to read 2.5 in the table.

The first column gives the characteristic, the second gives the ranks of the ratings, the third column shows the rating in which the midpoint falls, the fourth gives the score derived from the five-point scale (translated where appropriate) and the fifth column shows the relative standing of each score.

Most teachers saw their school plant, and working relationships with parents as below average, and looked upon the children as having more emotional and academic problems than other children have. They rated their staff relations as above average, and extra-curricular activities offered by their school as slightly above average. In other respects they rated their school as average.

When ratings were scored on a five-point scale, the best feature of the schools (highest score) was staff relations, followed closely by library facilities. Also above average were extra-curricular activities, school organization, and classroom facilities. Utilizations of community resources was slightly above average, while teaching materials and physical plant scored average.

On the debit side, the most pronounced characteristic was community problems, followed closely by academic problems, faced by school children. The third most pronounced negative characteristic was emotional problems faced by the children, high pupil-teacher ratio and poor working relationship with parents. In all these respects, the positive quality was below average, i.e., teachers felt that the children were faced by more problems of these types than are other children.

(NOTE - It should be noted that there is a wide variation in the participating schools with respect to the age of the physical plant ranging from the very out-moded and over-crowded buildings to the newly-built, modern structures. This factor should be taken into account in interpreting these results.)

Other comments relative to these data will be found in the section on Validity of Data".

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*Some characteristics refer to problem areas, therefore a high rating means a highly negative quality. The high negative scores were converted to the positive scores before being shown in Table 13.

TABLE 13 - TEACHERS' PERCEPTION OF SCHOOLS

	Rank of Rating		Rating in Which Lies Midpoint	Score (Aver. =3.0	Relative Standing of Score
CHARACTERISTIC	Most Predominant	Second Most Predominant			
Staff relations	Above Average	Average	Above Average	3.4	Highest; Above Average
Library Facilities	Average	Above Average	Average	3.3	Second Highest; Above Average
Extra-curricular Activities	Average	Above Average	Average; Above Average	3.2	Third Highest; Slightly Above Average
Organization	Average	Above Average	Average	3.2	Third Highest; Slightly Above Average
Classroom Facilities	Average	Below Average	Average	3.2	Third Highest; Slightly Above Average
Utilization of Community Resources	Average	Above Average	Average	3.1	Slightly Above Average
Teaching Materials & Supplies	Average	Below Average	Average	3.0	Average
Physical Plant	Average	Below Average	Below Average	3.0	Average
Working relationships with Parents	Average	Low	Below Average	2.7	Third Lowest; Below Average
*Pupil-teacher Ratio	Average	Above Average	Average	2.7	Third Lowest; Below Average in Quality (i.e. high P-T ratio)
*Emotional Problems faced by Children	Above Average	Average	Above Average	2.7	Third Lowest; Below Aver. in Quality (i.e. high in Problem)
*Academic Problems faced by Children	Average	Above Average	Above Average	2.6	Second Lowest; Below Aver. in Quality (i.e. high in Problem)
*Community Problems	Average	Above Average	Average	2.5	Lowest; Below Average in Quality (i.e. high in Problem)

Comparison Of New School With Former School

In order to obtain qualitative data comparing teachers' impressions of their new schools with those of the ones with which they were familiar, teachers were asked how their new schools differed from those in which they had taught previously as teachers, or, in the case of those on first assignment, as practice teachers. They answered with respect to the school plant, administration, teaching staff, pupils, parents and community. Their responses varied considerably, as, for example, some were assigned to better- and others to less well-equipped buildings. The variety of responses is shown in the second and third columns of Table 14.

In addition, teachers were asked to state in what kind of school they would like to teach permanently. A composite description of their ideal school was obtained from their responses and is given in the fourth column of Table 14.

TABLE 14 - COMPARISON OF SCHOOLS

	Comparison of New Assignment with Previous One		Description of Ideal School
Subject of Comparison	Favorable Impressions	Unfavorable Impressions	
SCHOOL PLANT	Newer building; better equipped; more adequate facilities	Older building; more poorly equipped; poor facilities; more overcrowded classes	New building; well equipped; adequate facilities; not quite so large*
PUPILS		Unrest; lower interest; poorly disciplined; more lack in respect for teacher; use profane language; susceptible to violence	Where children need most help, socially and academically; pupils of normal intelligence; this type pupil plus others more normal
ADMINISTRATION	Principal sticks up for teachers; gives more freedom to pupils with good results	Weaker principal; loose control of pupils; poorer administration	Strong principal; good administration; system with good cooperation in school; administration intensely interested in welfare of children
TEACHING STAFF	Closer cooperation	Very prejudiced; poor staff relations	Good staff relations; teacher given authority
PARENTS	Better cooperation	Poorer parental relationships; poorer background	Good relations; parental concerns for child's education
COMMUNITY	More stable community	Lower economic level	Good community relations

When asked in what kind of school they would like to teach permanently, 26 teachers (65% of the respondees) answered, one that is similar to the one in which they are now teaching, and 4, or 10%, answered "any kind of school. Of 48 teachers, 41, or 85% plan to remain in the Detroit school system.

HELPFULNESS OF SCHOOL STAFF

Forty-one teachers (76%) found it was helpful to know the principal before starting to teach at the new school, usually to have the opportunity to find out his expectations and the extent to which his support could be counted on, and, as expressed in five cases, "at least to know his name." Thirty-seven teachers (66%) also found it helpful to know the experienced teacher. At one school of 11 newly assigned teachers, however, only five found the latter helpful while six reported negatively. The question might be raised as to how many new teachers can one experienced teacher consistently help during a semester.

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*Last comment was given by Junior High School teacher

The title of the person designated by the newly assigned teachers as most helpful is shown in Table 15, followed by the number and percentage of teachers indicating this person and the number of schools at which at least one teacher indicated the listed staff member as most helpful.

TABLE 15 - MOST HELPFUL MEMBER OF SCHOOL STAFF

Title of Staff Member	Teachers Designating Staff Member Number	Teachers Designating Staff Member Percent	Number of Schools Represented by teachers (N=20)
Another teacher (usually an experienced teacher)	27	46	11
Experienced teacher from Workshop	11	19	9
Assistant Principal	10	17	4
Principal	6	10	4
Counselor	3	5	3
Librarian	2	3	2

There seemed to be some tendency for teachers to obtain academic help and school orientation from another teacher in the same grade level or subject matter area, while turning to the assistant principal or counselor for help in regard to discipline and attendance.

IDENTIFICATION OF PUPILS' NEEDS

It was evident to most teachers that their pupils' academic and non-academic needs are great. These needs as perceived by the teachers are listed below in order of predominance within each category followed by the number of responses for each category.

Academic Needs of Pupils

A. Special Teaching Aid needs include (36 responses):
   1. Reading materials more closely related to the inner-city child; textbooks geared to the reading level and interests of these children; remedial reading materials (e.g. SRA).
   2. Audio-Visual aids, including teaching machines and other machine aids; modern equipment (e.g. electric typewriters for typing classes); more props, especially for kindergarten and first grade.
   3. Materials providing opportunity for developing manipulative skills and bringing about familiarity with handling various kinds of materials through first hand contact rather than just pictures.
   4. Other aids leading to better techniques of teaching.

B. Special Curricular needs include (29 responses):
   1. Curriculum culturally related to inner-city children's background utilizing things they know something about.
   2. Enrichment through varied cultural experiences to provide exposure to things they have missed; field trips; opportunities for enrichment in language arts (e.g. dramatics, literature); instrumental music.
   3. Enriched health education program for girls, especially in Junior High Schools.
   4. Training in problem solving.

C. School Orientation needs include (29 responses):
   1. Expansion of orientation to school policies.
   2. Assistance to children in developing their understanding of values of education.
   3. Orientation through the home prior to child's schooling. (" 'Headstart' is a step in the right direction."); and later through more meetings with parents.

D. Basic Academic Skills and Learnings needs include (19 responses):
   1. Benefits of more thoroughness and use of better techniques in the teaching of the standard curriculum.
   2. Remedial classes especially in language arts and arithmetic.
   3. Increased opportunities for written and especially oral, communication.
   4. Assistance to pupils in learning techniques in order to develop better study habits.

Non-Academic Needs of Pupils

Although they were asked specifically only about children's academic needs, 27 teachers mentioned emotional needs of the children. The consensus was that inner-city children especially need teachers emotionally capable of responding to them favorably. Their expressions are presented here.

A. Emotional Guidance needs include (27 responses):
   1. Interested teachers who love and understand children and can work with them patiently.
   2. Assistance in developing self-respect and better self-image through praise, attention and courtesy of teachers.
   3. Inspiration toward higher ideals, goals and standards; encouragement toward greater desire to learn.
   4. One-to-one relationship with an interested adult, especially male; for many, individual guidance and counseling.
   5. Guidance in establishing better relations with others; help in developing more respect for, and gaining respect from, others.
   6. Firm but fair disciplining through enforcement of some strong, basic rules for assistance in developing self-control.

B. Extra-Curricular needs include (3 responses):
   1. School clubs and other activities to develop more school spirit.
   2. Dramatics ("They love it").
   3. Social activities.

MODIFICATIONS OF TEACHING TECHNIQUES

In adapting to their inner-city pupils, many teachers consciously made modifications in their teaching of academic material, handling of classroom, and performance required of pupils -- these changes were said to be necessitated by a general lack of preparation of the children for work at their grade level and by breaks in continuity of flow of the academic activities as teachers attempted to handle deviant behaviors. Typical comments of the teachers are presented here followed by the number of responses in parentheses.

A. Modifications in Presentation of Material
   1. Proceeded at slower pace (10) - Slowed down, whether presenting same or different material; used shorter lesson plan; presented less material in more detail.
   2. Variety of approaches utilized (4) - Had to be more creative; used demonstrations to loosen children's tensions; encouraged them to dramatize and create poems, stories; required more enthusiastic approach.
   3. Used simpler vocabulary with repetitions (4) - Simpler speech patterns used with explanations of meanings of words ("The children don't ask about words they don't know"); repetitions of explanations of work; generally repeated 2 or 3 times for poor listeners.
   4. Attention given to individual pupils (2)
   5. Used more supplies and visual aids (2) - Used films, literature programs.

B. Modifications in Classroom Procedures
   1. Firmer discipline (8) - More firm at beginning of term; had to remain firm longer; became more strict, stern; established more rules to get order; more controls; "Started out easy going, but became a witch."
   2. More friendly (4) - Not as distant as I was; showed kindness and sympathy; "found negative approach only produces negative results, therefore, started treating children with kindness"; stopped "chewing them out." "Just let them know I'm here to teach."
   3. Corrected classwork on the spot. (1)

C. Modifications in Required Pupil Performance
   1. Lowered quantity and level of work (6) - Restricted content of material presented; allowed children more time to complete a given task; gave work at lower grade level (e.g., gave third grade work to fifth grade class).
   2. Lowered standards of quality (3) - Accept work of lower quality from children; "I don't emphasize tests or examinations."

While teachers generally acknowledged a lack of preparation of the children for work at their grade level, in no case did a teacher indicate that he was attempting to make up deficiencies by modifications in the teacher-programmed classroom activities so that the children would be closer to grade level at the end of the school year. Only three teachers are involved in such programs at all, and these are afterschool remedial classes, as indicated in the following discussion.

One-fourth of the teachers (13 or 25% of 51) are leading pupils in academic and non-academic activities beyond the regular classroom. Academic activities involve three teachers separately in remedial reading and mathematics, supervised remedial study, and the Great Cities program. A fourth teacher supervises a special abilities class in mathematics. Non-academic extra-curricular activities are more varied including sports (boy's swim club, softball, basketball) and social activities (skating parties, Y-teens, chess club, future teachers club). One teacher is involved in a student skills clinic in which 80 boys participate.

ATTITUDES RELATING TO INNER-CITY SCHOOLS AND THEIR PUPILS

One major concern of those involved with the newly-assigned teachers is the attitudes which they bring to the inner-city school. These attitudes in many cases are strongly held even though the teacher may never have been in an inner-city school. In order to ascertain some of the attitudes influencing newly-assigned teachers, they were asked: (1) how their family and friends felt about their teaching in the inner-ctiy, and how other inner-city teachers feel about their assignments; (2) how their own attitudes have undergone change by this teaching experience; (3) what constitutes desirable attitudes of teachers and characteristics of successful teachers.

Attitudes of Family, Friends and Other Inner-City Teachers

Most newly assigned teachers feel that their family and friends and other inner-city teachers are inclined to look unfavorably upon teaching at inner-city schools, although almost without exception (2 dissentors) they report that they feel comfortable working with the children day after day. Their perceptions of attitudes of others are classified according to their predominant qualities as favorable or unfavorable and presented in Table 16.

TABLE 16 - TEACHERS PERCEPTIONS OF ATTITUDES OF OTHERS REGARDING TEACHING IN INNER-CITY SCHOOLS

OTHER GROUP	FAVORABLE ATTITUDES		NON-FAVORABLE ATTITUDES		NON-COMMITTAL	
	No.	Percentage	No.	Percentage	No.	Percentage
Family and Friends of Teacher	22	41	23	42	9	17
Other Inner-City Teachers	22	41	26	48	6	11

The nature and variety of attitudes which newly assigned teachers attributed to their family and friends are shown by the comments given below in the language of the teachers. Some of these comments reflect the interviewee's personal reactions.

Favorable Attitudes Attributed to Family and Friends

These children's needs are not being met and they are pleased that I can accept the children as they are. Most are sympathetic, some feel it is a challenge and privilege to work in such areas. If I like it, my family thinks it was a wise change. My husband accepts it; my wife is now preparing to teach. It is fine; all right. The school is nice and clean, and the physical plant delightful.

PRECEDING PAGE MISSING

Unfavorable Attitudes Attributed to Family and Friends

They didn't like it but didn't let it bother them. They don't understand what I'm up against. Neighbors wonder why I don't teach in the suburb where I live. Most of my friends teach in the suburbs, and they think it's not good in the inner-city. Some friends say it's a dirty deal; "What are you doing in THAT neighborhood?" say some with a grimace. Mother was worried; my wife was excited. They are only against the lack of respect shown me by pupils. Some have heard about hostility of children and attacks on teachers. Those who have subbed at my school give me their sympathy.

Non-Committal Attitudes Attributed to Family and Friends

It's just another school to them, the same as if I were in any other school. They don't care. Most feel it's interesting. I don't really know; I selected it for its convenient location with regard to transportation.

The nature and variety of attitudes which newly assigned teachers attributed to other inner-city teachers are grouped below according to their predominant favorable or unfavorable qualities. Again, the language of the teachers has been retained and some of these comments also reflect the personal reactions of the teachers interviewed.

Favorable Attitudes Attributed to Other Inner-City Teachers

It is a most difficult experience to cope with, but it need not be so. The teacher's attitude affects his success or failure. Although progress with children is slow, I feel I am helping them greatly. Working with them is a real challenge. I look forward to seeing them progress. Most teachers enjoy it because it is rewarding. Most good teachers like it because it is challenging. They feel a sense of accomplishment when the kids learn something. In my school all are happy, in fact, in this area they are very satisfied with few exceptions. Expecially older (experienced) teachers like it. Most teachers who stay do so because they like it, although some do because they feel obligated. If I had qualms, I probably wouldn't be teaching in Detroit anyway.

Unfavorable Attitudes Attributed to Other Inner-City Teachers

Generally teachers head to the suburbs. Most would like to avoid the inner-city, and many here would like to teach elsewhere.

Many teachers have negative attitudes. They don't like to teach in the inner-city becasue the children are hard to teach. Generally, their not liking it is because of the kids. A few are discouraged by them, but not by the area. Some who don't like it are doing it for the money. In this school teachers feel very badly. There is a rapid turnover. Some are despondent and wish they could get out.

While some teachers suggested that most Negro teachers want to teach in these areas, one attributed to some of them negative attitudes and hostility toward white teachers.

Uncolicited reasons teachers gave for not wanting to teach in the inner-city centered around the pupils' characteristics and the ineffective administration. Regarding children: Many teachers wish they could work with brighter children, children with fewer overt behavior problems and children who are physically cleaner. A few are discouraged by the children, "I feel comfortable around mine," says a kindergarten teacher, "but not around the older ones." Regarding administration: Most teachers wish for more administrative backing and parental conferences. Strong principals are needed in inner-city schools. One teacher neatly summed up her attitudes saying: "I don't think the area matters, only the specific school and the attitudes of the children." Generally, teachers felt that the longer they worked with the children the more comfortable they felt around them, and the overwhelming majority (only two teachers dissenting) said that they felt comfortable around them day after day.

Teacher's Attitudes and Effectiveness

All teachers interviewed (i.e. 100%) were in accord in expressing their belief that a teacher's attitudes toward his children determines the teacher's effectiveness with the children. Some spoke of the effects of teachers' attitudes in shaping the child's self-image. Further, they revealed the nature of attitudes which they hold to be desirable in teachers. These relate either to the child specifically or to the teacher's view of life in general and his role in particular, and are categorized here. The number of attitudes contributing to each category is given, and within each category contributing comments are listed in order of predominance.

Desirable Attitudes of Teachers

It was considered desirable for teachers to assume the attitude of:

1. Looking at the child as a lovable person (19 responses)
   Teachers must like or have love for each child regardless of personal attractiveness, and show them that they sincerely care. They should be genuinely friendly to them, not hostile, and treat them with kindness.
2. Looking at the child as a significant person (17 responses)
   The teacher should have genuine interest in each child, seeing his worth as an individual, not labeling him but treating him as an individual, not as an animal. The teacher should talk to and with the child, not down to him, and be tolerant of him, appreciating each child's individuality.
3. Taking a professional view of children's behaviors (14 responses)
   Attitudes reflecting knowledge and understanding of children--of their backgrounds and needs, rather than condemnation--are most desirable in teachers. Children respond better when teachers have positive attitudes toward them.
4. Taking a professional view of the role of the teacher (14 responses)
   The teacher must have a willingness to work with the children and industriously help them as individuals, realizing that he has a product that needs working with. They must have the desire to develop each child's potential to its highest and inspire the child to go further in the quest for learning. The teacher must realize and accept his responsibilities to the individual child and be enough concerned with his welfare that he works cooperatively with others for the good of the child.

5. Supporting the child in his struggles to develop self-control (9 responses)
   The teacher must respect the children, showing that he knows they have the capacity to do better, rather than assume a pitying attitude. It is desirable for the teacher to set strict rules as guide lines and to be firm in enforcing them both in fairness and with consistency.
6. Looking at life from a mentally healthy viewpoint. (9 responses)
   Preferably the teacher looks at life optimistically, having faith in others and patience in dealing with them. He is honest and sincere in his feelings, expressions and actions toward others and presents a pleasant cheerfulness in approaching his duties.

Qualities of Successful Teacher

In describing actual teachers in their schools whom newly-assigned teachers regard as successful, the main stress was placed on qualities which reflect the teacher's emotional capacity to assist in the development of children and qualities which reflect his professional attitudes and training. These qualities are listed here in order of predominance, the number of contributing comments being indicated as before.

According to newly-assigned teachers, the successful teacher:

1. Acts in accordance with professional attitudes (27 responses)
   Such a teacher shows a willingness to try and help the children, and is industrious in his efforts to teach them, taking the time to explain in detail. He is very dedicated, with a desire to help the children. To do this he spends much time preparing many materials for them, for he is not lazy, and takes his duties seriously. Not only does he provide interesting classroom activities, but he offers the children a broad curriculum and brings things to school for them to use and see, especially things that are not familiar to them.
2. Shows the child that the child is significant (21 responses)
   The teacher shows that he is definitely interested in the welfare of the children and in their progressing scholastically. But his interest does not stop there, for he is interested in the whole child as an individual, and he deals with them as individuals in his manner of teaching. He gives the children opportunities to talk to him on a one-to-one basis and to seek help from him. He knows the children well, calling them by name, and gets to know their parents. Through him children find assistance in acquiring a sense of loyalty.
3. Has a solid professional background (21 responses)
   Through his professional training, the successful teacher has developed an understanding of children and a realization of their needs. He is well trained and capable, having had good preparation for classroom instruction and being well organized. Such a teacher knows how to work with children and especially how to get their cooperation. His understanding of their problems extends beyond the school.

4. Helps children develop self-control (18 responses)
   The successful teacher takes the time to discipline and supervise the children, and acts with firmness and a "no-nonsense" attitude. Yet, he shows his respect for the children, is fair to them, and trusts them. He is positive in making decisions, and is capable of controlling the disruptive ones. His concern is in the children's development of good self-discipline.
5. Has a healthy mental attitude (17 responses)
   The teacher is mature in his thinking, seeing school situations realistically. He can "keep cool" and not get frustrated; "take it easy" and not worry over trifles. Sincerity characterizes his feelings and directness characterizes his dealings with others. His approach to situations and people combines enthusiasm, patience and optimism flavored by his sense of humor. He places himself in the child's position and is sympathetic as well as free of known prejudices. Thus, he is a real person, not superficial, and very human.
6. Shows the child that the child is lovable (10 responses)
   Genuine fondness for the children is evident of these teachers who really like or love children. They show a wide range of caring for the children, and have sympathy for them. One may project a mother or father image while another may have a buddy-buddy relationship with them.
7. Has some desirable personal attributes (7 responses)
   The successful teacher is often creative. He has a pleasant manner revealed by a pleasant facial expression, and often speaks in a quiet voice.

In addition to the above qualities, two teachers spoke of some based upon time, such as experience and being around long enough for the children to get to know and accept the teacher. Two others said that the successful teacher has the ability to use the paddle.

Generally, teachers expressed their belief that teachers who have the qualities listed above relate well with children and are able to develop good rapport without a breakdown in respect. That is, the children care for these teachers and have respect for them. Also, they said that those who deal with children as individuals gain good respect, and that those who have good control are still liked by the children because of their interest in them. That this interest and feeling must be genuine and sincere was aptly expressed by the teacher who declared, "The kids can spot a phony."

Attitudes Affected by Teaching in Inner-City Schools

Toward the end of the first year, many newly-assigned teachers became aware of changes in their attitudes regarding teaching in the inner-city. For 38 teachers (73% of the sample) there was reinforcement of some of their existing attitudes, while for 23 teacher (44% of the sample) some previously-held attitudes had been challenged.

The nature of attitudes involved is illustrated below.

Attitudes Reinforced Through the School Experience

Attitudes that most teachers found reinforced during the school year relate to inner-city children's problems and response to teachers, their parents, and the role of the teacher in the schools. They are appropriately classified and arranged as usual in order of predominance with respect to the designated number of teachers' comments falling into each class, followed by typical comments in the language of the teachers.

1. Inner-city children are basically the same as other children (15 responses)
   Disadvantaged youth are not so much different from other children. It is hard to look at these children as "disadvantaged." Children are children. The Negro is as beautiful a being as the white. Negro children are no dumber than anybody else. These children are in school to learn, and they can learn and produce. They can do good work. These students can be taught course requirements and maintain and achieve the same as children in other areas. Their learning depends upon a willingness to learn. They are eager to learn, and they can be as pleasant to work with as any other children.
2. Inner-city children show the effects of unfulfilled needs (10 responses)
   These children need love and understanding. Disadvantaged youth especially have a poor self-image. There are problems in attempting to satisfy the needs of those who are socially maladjusted, and those who hate. Many have low aspirations and low drive and are difficult to motivate, resulting mainly from being in large-sized classes or from a few children who disrupt the class. Of those who are discipline problems some need individual help. They need to be in contact with the teacher, and should be able to talk to the teacher. Many of these children have not received enough training at home to be ready for school when they start.
3. More is required of the teacher in inner-city schools (7 responses)
   Teaching is hard work, requiring much time, and these schools are difficult. But, happily, they are not impossible to teach in. Teachers who do not want to be in the inner-city schools should not be here, however. Many of the children are difficult to motivate and others are discipline problems, but some of them have a lot on the ball, and the teachers have to work hard to develop it. More patience is required of the inner-city teacher. If a teacher is good, though, it is evident here, especially in the large schools.
4. Inner-city children respond well to favorable learning situations. (8 responses)
   If these children are motivated and given lessons geared to their experience and background they can achieve. There are things that even the slowest can accomplish. When taught in the right manner, they are appreciative and those who were negativistic become happy. When understood, they do achieve. My faith has been confirmed as some have recently won prizes and are cooperative when they know that someone cares about them and their school and non-school problems. The majority fall in line with correction and supervision; this is what it takes. Discipline is becoming less a problem as time goes on.

5. These children need strong disciplining (5 responses)
   Some of these children are discipline problems. It is necessary to be strict with them. They need teachers to be firm, but kind when this is appropriate. Paddling should be used, i.e. some do need it.
6. Their parents are supportive (2 responses)
   Their parents are helpful and cooperative. They are very much interested in their children's progress.

Attitudes Challenged Through the School Experience

Almost half of the teachers interviewed found that some of their attitudes were challenged during the school year. These attitudes relate mainly to the children and to the problems of teaching in inner-city schools. They are presented here in the usual manner.

1. That the same is required of teachers in the inner-city as elsewhere was challenged. (13 responses)
   I thought if my desire to teach the children was strong enough I would be successful, but this is not so. Some learn differently, and I found that I have to work at finding what is going to reach them. I thought that if they liked the teacher they would perform well, but this isn't true. I have had continuous lack of interest and response. The six hours isn't enough for them to adapt to my teaching. I thought that I would have a good chance of controlling the children, but I didn't. The few who are really bad require so much time that it is hard to devote enough time to those who want to learn something. The respect children have for teachers is often low, and I found that what works in one class doesn't in another. These children need a great deal more than I anticipated. For example, the teacher has to spend time making them comfortable and getting them to like school. My higher standards and expectations were changed by the principal. These children have not been accustomed to doing their best and sliding has been acceptable. My belief that they can pass through the halls without teacher escort was challenged by the practice accepted here.
2. That inner-city children are basically different from other children was challenged. (7 responses)
   Although they are different in so many ways, these children are basically kids, and I find I don't think of them as being different all the time. I thought these kids were at the bottom socially; below average. But they are not. There is no difference in abilities between them and other kids. I found that most children do want to learn something. Very few are really bad. I expected difficulties in working with these children, but they had no negative attitudes. My slight racial discrimination was challenged.
3. That inner-city children do not respond to favorable teaching conditions was challenged (4 responses)
   I thought that the children would fight me as their teacher. But I found that most of these kids do want to learn, I felt that I could reach them, and I think I have. They don't all learn the same, but can be reached once the teacher finds out how.

4. That inner-city children and parents feel the same about school as others was challenged (2 responses)
   My belief that children come to school to learn was challenged. They are fighting me every step of the way. I began to wonder if parents really want the best and whether they really do trust their teachers.

VALIDITY OF DATA

Throughout the interviewing there were strong indications of variation in the degree of candidness with which certain questionnaire items in this section were answered. Apparently, some teachers tended to guard their responses against revealing their real feelings seemingly where they sensed a threat. This was evidenced with regard to some of their feelings about their assignment, especially where there was risk of casting a poor reflection on the school administrators or risk of revealing a biased attitude toward inner-ctiy children. In addition, in rating pupils and schools, the point of reference was not fixed by the questionnaire and the teacher was free to choose his own. Because of these and other factors, some remarks regarding especially susceptible items are in order.

Teachers' Perception of Pupils

1. A problem arose due to lack of specification of the set of students toward whom the rating dimensions were applied. During the interviewing it became apparent that the teachers see children of these three grade levels, primary, upper elementary, and junior high - as very different. However, the questionnaire was not designed to provide for distinctions between children on this basis, so the responses yield a more generalized perception than one might desire.
2. During the interviewing, it became apparent that many teachers saw children within a class as differing widely along the dimensions selected for rating. For example, a teacher would remark in effect that those parents who are interested in their children's education express it to an extreme, while at the opposite extreme are the many parents who fail to express such interest. Or, in certain schools teachers questioned that their pupils be regarded as disadvantaged, while in other schools they expressed that there was no doubt. The composite description derived from the teachers cannot reveal the wide differences teachers see in inner-city children.
3. The point of reference for rating "average" was left floating and teachers undoubtedly varied in fixing it. Especially for inexperienced teachers and those transferring from another school system the set "average" likely excluded members which experienced teachers would tend to include, and perhaps the reverse would hold. This source of descrepancy, however, is inherent in this method of data collection.
4. The teachers appeared reserved in describing inner-city pupils, seemingly wishing to avoid statements which might be regarded as unprofessional or biased. Which raises some questions, for example, as to the extent of candidness which can be expected in a white teacher's responses about Negro children to a Negro interviewer, as was sometimes the situation in this study.

In general, the teacher's perceptions of pupils' needs may be regarded as valid, and inferences as to the teacher's perception of their pupils may be derived from these data.

Teachers' Perception of New School

1. The schools referred to were specified, but varied greatly in every obvious respect. Thus, facilities were substandard at some and highly adequate at others. The composite picture derived from teachers descriptions obscures these real and meaningful differences.
2. The problem of the point of reference for rating "average" presented in regard to pupils was evident here as well.
3. Comparison of a teacher's new school with his previous one reveals very little factually about the school, as the previous schools varied along an even wider spectrum band than did the new schools. These responses may, however, hint at the satisfaction of the teacher with the new school.
4. Hesitancy in rating school facilities, organization, and staff relations was apparent in many teachers who seemed to choose safe ground by rating these "average". The anxieties apparently aroused by these items may have brought about some modification in the responses.

Attitudes Relating to Inner-city Schools and These Pupils

The only direct questioning of the teachers about their attitudes was in regard to changes of attitudes during their experience of teaching in inner-city schools.

Otherwise they were invited to reveal their attitudes more indirectly, particularly through projection. While some denial and intellectualization was detected, the responses generally seemed to give valid information. This was evidenced, for example, by the high degree of consistency between the desirable attitudes listed and the qualities of successful teachers.

INTERPRETATION OF RESULTS

This concludes the presentation of the analysis of the workshop. That the workshop was valuable in many ways has been shown by the analysis presented herewith. In particular, it has been shown that the specific objectives of the workshop -- as given on page 2 of this report -- were successfully accomplished. The overall goal -- to help prepare teachers to work with disadvantaged youth -- was generally felt to be realized less fully than desired by the participating teachers. This may be more a reflection of the great needs of newly assigned teachers for help than of lacks in the workshop, for in a single week the many varied needs expressed by the teachers could hardly have been completely met. However, in order to plan further workshop-type courses, cognizance should be taken of the revelations of the workshop dynamics gained from these presentations. In addition, to provide further basis for planning future activities for assisting inner-city teachers, their recommendations were solicited and are presented in the next section of this report.

TEACHERS' RECOMMENDATIONS FOR WAYNE STATE UNIVERSITY STAFF

A second major purpose of this study was to obtain from newly-assigned teachers suggestions which might be of use to the WSU staff in planning activities and resources for teachers in inner-city schools. In this section, help needed by teachers, lists of courses found or anticipated to be useful, and suggestions of other ways in which the Wayne State staff can be of assistance to inner-city teachers are presented.

HELP NEEDED BY TEACHERS

Identification of Beginning Teachers' Main Problems.

Responses to the question, "What is the main problem faced by a beginning teacher?", can be grouped into six areas, as shown below listed in order of predominance followed by the number of teachers designating a problem in each area. The most predominant problems dealt with discipline, record keeping, and working well with children respectively.

1. Operating in the Classroom (19 responses)
   The greatest number of teachers stated that the main problem was controlling the classroom and handling discipline problems. In this area how to put theory into practice was a real concern.
2. Organizing teaching duties. (18 responses)
   In this area, the main problem was of keeping up with the paperwork such as record keeping. (This was the second most predominant of all problems). Secondly, beginning teachers were confronted with the task of organizing their curricula and obtaining necessary teaching materials. A third issue was how to structure lesson plans, especially adapting them to the children in the given school community.
3. Working with pupils. (13 responses)
   Establishing good working relations with the children was recognized as the third major problem. How to adjust to disadvantaged youth, accept them, establish good rapport, and gain their cooperation were the main questions. Some teachers sought help in understanding children's needs as basic to handling this problem.
4. Gaining confidence in one's ability to handle the situation confronting him, and a realistic assessment of one's strengths and weaknesses. Two teachers suggested that it is a matter of having experience. (5 responses)
5. Adjusting to the expectations of the principal and establishing good relations with the school staff. (4 responses)
6. Establishing good relations with parents and other members of the community, and understanding their needs. (2 responses)

Help Needed from School and Community

The kinds of help teachers newly-assigned to inner-city schools need from their school staff and the communities in which they teach are listed below. For each source the kinds of assistance needed are listed in order of predominance.

Help Needed from Principal (38 teachers)

1. Orientation to school including statements on school philosophy, school policies, accepted procedures, and rules.

2. Clear understanding of what is wanted and expected of teacher, extent of teacher's authority, and extent of support to be derived from principal.
3. Assistance in understanding and handling clerical forms which they find confusing.
4. Orientation to the pupils, parents and community with guide lines and background information on what to expect of children and their parents, and a realistic view of the situation.
5. Help in handling discipline problems and support of the teacher, when justified.
6. Encouragement, and reassurance that the teacher will not be transferred upon committing a mistake.

Help Needed from Fellow Teachers (41 teachers)

1. Orientation to school including school policies, routines (e.g. for obtaining supplies), help with record keeping, and tips on teacher-principal and teacher-staff relations.
2. Orientation to pupils, parents and community especially a candid view of pupils and community.
3. Cooperation through offering ideas for classroom and ideas on successful lessons, especially from teachers in the same field or at the same grade level.
4. Tips on techniques of handling children, motivating pupils, and coping with situations that arise.
5. Friendliness and a willingness to answer questions, offer information before help is asked and help provide a comfortable atmosphere.

Help Needed From Parents (36 teachers)

1. Cooperation with teacher, especially with respect to discipline; support of teacher; understanding of teacher's efforts to help child.
2. Interest in the child and the school; coming to school when advised.
3. Information regarding the child's background.
4. Assistance to child in developing good habits for learning; encouraging child.
5. Realistic view of child's abilities.

Help Needed From Supervisors (21 teachers)

1. Help in improving teaching; advice on presentation of work and practical workable techniques.
2. Making available resources for information needed by teacher.
3. Help in adjusting to teaching and approval.

Help Needed From Wayne State University Staff (33 teachers)

From the WSU staff teachers mainly need: (1) help in better understanding and coping with the situations confronting them in their school situations. Secondly, they expressed the need for: (2) assistance in providing children with materials adapted to their specific needs and with enrichment experiences. Thirdly, they would want: (3) the University to make available to them resource materials and to provide staff members as consultants.

The ways in which the University staff can be helpful especially to inner-city teachers through offering courses and other facilities is spelled out in more detail in the following sections.

COURSES USEFUL TO INNER-CITY TEACHERS

The need for guidance in selecting proper courses at WSU was expressed. However, teachers have found aspects of certain courses to be helpful to them in working with disadvantaged youth. The main areas to which these courses relate are listed in order of predominance.

1. Psychology: child psychology, adolescent psychology, mental hygiene, guidance.
2. Sociology: educational sociology, sociological methods, community survey.
3. Special subject areas: new mathematics, remedial instruction in elementary school, speech improvement, special education.
4. Student teaching with disadvantaged youth.
5. Other areas of specific courses: anthropology, audio-visual methods, Dr. Kelley's workshop.

Further, teachers felt that courses offered them should provide instruction and experiences including the following specific features, the first three being more predominant in the given order.

1. Disadvantaged youth, especially how to motivate them; variety of methods of introducing material to them; communication between teachers and pupils.
2. Inner-city, covering all aspects; as in workshop but more deeply; including field trips into communities.
3. Discussion of problems confronting inner-city teachers with ideas from teachers in other school systems and results of relevant researches.
4. Lesson planning and record keeping.
5. Remedial instruction, especially reading.
6. Audio-visual: suggestions for making teaching aids.
7. Discipline.
8. School policies, laws, finance.

OTHER ASSISTANCE DESIRED FROM WAYNE STATE

Suggestions as to how the university can be more useful in assisting teachers of disadvantaged youth were solicited from newly-assigned teachers. In addition to the aforementioned suggestions relative to courses, they offered their opinions relative to readings, student teaching, methods, field trips, in-service workshops consultation, curriculum development and others. Their suggestions are listed under each heading in order of predominance.

READINGS

Make available pertinent readings to teachers.

In order to grasp a complete picture of the home and community background of the children in the inner-city schools, as well as of their social life, teachers would like the WSU staff to make available to them more readings about the people living in these communities.

They suggested that certain hard-to-get materials be set aside in WSU library for their use, and that they be sent a list of the titles and authors of available reading materials.

In addition, they want readings in child psychology, especially those relating to the emotionally disturbed child.

STUDENT TEACHING

1. Contacts in inner-city schools.
   The predominant view expressed regarding student teaching was that WSU should arrange for at least one of the contacts in an inner-city school. Some suggested that a student teacher be assigned to practice in two extreme situations and grades. "Make them get out and really see what the child is undergoing", advised one. Another felt that they would benefit by experience in a good teaching situation in the inner-city. It was agreed that they should have some background relative to the inner-city community in which they are assigned.
2. Observing experienced teachers in inner-city schools.
   Some teachers felt that during training student teachers should visit several inner-city schools and see experienced teachers in action. They could then report their observations and discuss how they would manage the children and the classroom situations.
3. Additional student teaching.
   Other suggestions were that student teaching be required before the senior year at college, and that if necessary, it might replace some psychology courses in order to allow for additional time in practical work.

METHODS

Methods especially applicable to inner-city teaching situations.

Many teachers felt that they needed to learn methods which would render them more effective in working with disadvantaged children. Their major concerns were: (a) how to provide the maximum for the children; (b) how to adjust their teaching to the limited experience of the children; (c) how to fill in weak spots in the children's background; (d) how to motivate children who are difficult to work with; and (e) how to stimulate creativity on the part of these children. Their cry was for concrete and practical illustrations of fruitful techniques.

FIELD TRIPS

1. Visits to inner-city for teachers.
   Generally, teachers felt a need for field trips into the inner-city communities. They would like to go in small groups and participate in meetings with members of the community, visiting parents and inner-city schools. This was held to be a decided need for prospective teachers. In addition, benefits were expected to be derived from working with groups in inner-city communities.

2. Trips beyond community for inner-city children.
   Generally, the need was recognized for inner-city children to visit places from which they could derive experiential benefit. The teachers stressed that they should be taken places to show them how to do and make things, to the library, and to other places of cultural interest, and expressed the opinion that the maximum needs to be done for these children to enrich their experiences.

IN-SERVICE WORKSHOPS

1. Opportunity to work on real problems.
   Most teachers would like to use the workshop as a medium of exchange of ideas and information on working with children and as a setting in which real examples of problems can be discussed and worked out. One even suggested that student teachers might spend some time during the last quarter exchanging ideas with students in different areas (presumably, in the social studies area).
2. Open to all teachers.
   While the stress was on workshops for help in working in inner-city schools, and especially for new teachers, several teachers expressed their opinion that experienced teachers may derive benefits from such a course, ("many lost sight of what they are supposed to be doing,") and that they might benefit from it regardless of the nature of the community in which they are teaching.

CONSULTATIONS

When the teacher needs to go to someone for help in handling problems regarding pupils, consultations might be of value. For example, one teacher expressed the need for consultation on how to explore for hidden abilities and interests in a child which the child himself does not know he possesses. Weekly consultations were suggested by others, especially for student teachers.

CURRICULUM DEVELOPMENT

1. Developing materials for children of limited experience.
   Many teachers were concerned that the textbooks being used in their classes were difficult for children of limited experience to understand. They suggested that materials be developed which are geared to the background of these children, along their lines of interest and ability, with allowances being made for both the fast and slow learners.
2. Developing materials for remedial instruction.
   Some teachers expressed a wish for more materials geared to the slow learner, especially designed to help him progress in reading and writing, and based upon the newest ideas in remedial instruction. They suggested that university personnel work with teachers in developing these materials.
3. Adapting curricula to communities
   The program required by one school may differ for that required by another, and especially at the secondary level it should be geared to the needs of the community, held some teachers. However, they speak in the context of developing academic skills and some suggest cutting out the vocational classes and stressing remedial classes.

4. Developing non-graded books.
   One suggestion was for the writing of a non-graded primary book.

III. CONCLUSIONS

An analysis of newly-assigned teachers' responses to questionnaire items relative to the workshop at Wayne State University and to teaching in inner-city schools has been presented in the body of this report, followed by teachers' suggestions to the Wayne Staff for instructional and resource assistance. In this conclusion the various ideas brought to the surface through this study are synthesized to form an overall picture of the problems facing inner-city teachers, with emphasis on pupils' basic needs underlying these problems, and current practices of dealing with them. From these general considerations are derived the researcher's specific recommendations relative to providing the teachers with necessary assistance that they may more adequately meet the pupils' needs and participate more effectively in the development of inner-city children into intellectually, socially, and emotionally healthy individuals. The assistance recommended included that which can normally be provided through the school system (such as curriculum development and up-to-date instructional materials) and through the University (such as teacher instruction, resource materials, and personnel), and through the cooperative efforts of both (such as workshops and demonstration classes).

THE EXPERIENCE OF TEACHING IN INNER-CITY SCHOOLS

At the time of receiving their assignments, teachers felt some anxieties, but generally no more than is usual upon facing a new teaching experience. Usually they were concerned with their ability to handle the problems they anticipated in carrying out their duties and meeting the expectations of their principal rather than with fear of personal dangers.

Toward the end of their first year of teaching in the new school, teachers expressed their actual feelings about working with their pupils. As a whole, they revealed that working with inner-city children does not prove to be the undesirable experience many newly-assigned teachers expected it to be. In fact, by the end of the first year, 95% of the teachers interviewed had found that they feel comfortable working with the children day after day. While the children are characteristically restless and lacking interest in school, their friendliness to their teachers was felt to be above average for children in Detroit schools. Some teachers expressed that the children as a whole do not have negative attitudes (none said that they do have them), and their actual cooperation with their teachers was generally rated as average. However, living in the inner-city, where community problems are greater then elsewhere, they have many disadvantages. Generally they face considerably more emotional and academic problems than other children. Any children living under such conditions in such an environment would behave similarly, it is held: this is not a racial problem. Inasmuch as their needs have been so inadequately met, they need more help than other children in order to develop their untapped potentialities. Three-fourths of the teachers indicated that they would like to continue teaching in such a school (65% in preference to a different type of school), even though they find it a difficult assignment. Thus, the optimistic teacher sees such an assignment as challenging, but, as one teacher put it "happily not impossible".

NATURE OF BASIC PROBLEMS

Facing teachers of inner-city schools is the realization that these schools fail to provide for the children education that is adequate to prepare them for the roles of responsible adults as defined in our society. This basic issue has many facets, a few of which will be dealt with here.

While many serious problems confront inner-city families and are often basic to, or at least interrelated with, the problems encountered in the schools, this report deals with them only indirectly, mainly as their effects on the development of the child are revealed by the personality characteristics of these children. Some attention is given to the relationship between the schools and the community. In addition, ideas dealing directly with the teacher and with the schools are given some consideration.

FACTORS RELATIVE TO CHILD DEVELOPMENT

In accordance with modern thinking in education, the school is concerned with the total development of the child, participating actively in not only his intellectual development, but also in his social and emotional development. Therefore, we must look into at least each of these aspects of the issue in order to identify the problems confronting inner-city teachers before recommending approaches designed to alleviate or afford some solution to these problems.

INTELLECTUAL DEVELOPMENT OF THE CHILD

The main single criterion used to judge children's intellectual development in the area schools is their academic achievement. Teachers contend that inner-city children are characteristically lower in academic achievement than children in other schools. Generally, they are below grade level, if not in actual placement, at least in regard to the content and depth of the material which they are handling and/or the quantity and quality of their performance. They are described as being especially weak in communication skills, in oral even more than in written communication. They are said to seek help of their teachers after school less than do children in other schools. Yet, teachers regard them as essentially average in regard to capabilities and desire to learn, with several lamenting that these children are not being developed in accordance with their potentialities. The children cooperate with their teachers as much as do other children. Expectations of their parents are considered to be average, the parents often expressing a keen interest in the education of their children and concern that they receive a good education.

Accordingly, the failure of inner-city children to achieve well cannot be attributed to an innate intellectual deficiency or to lack of their cooperation with their teachers, for their teachers found them average in these respects. We must, therefore, look further to uncover factors underlying the basic problems.

SOCIAL DEVELOPMENT OF THE CHILD

The social behavior of inner-city children as described generally by teachers shows them having average morals and being as cooperative as average children, while they surpass most children in group loyalty.

Individual teachers describe these children as being restless, naturally exuberant and expressing "wild, uncontrollable enthusiasm", in their classroom. They are considered to be easily excitable, "touchy" and quick to anger--often even boisterous and aggressive. But one Junior High School teacher says that their behavior is typical of students of their age group elsewhere. In any event, the atmosphere in many inner-city schools may be somewhat hectic, and the noise level high.

When people of one community describe the behaviors of those of another, it is highly unlikely that their remarks will be entirely free of cultural bias. Thus, a California principal is disturbed upon seeing children walking down the halls of a Detroit school in an orderly line. On the other hand, an educator from Africa is appalled by the high degree of disorder and noise at the "best" schools of our community. Taking what one remarks about as being what he finds "remarkable", the descriptions of inner-city children do reveal at least what behavioral attributes stand out to their teachers. While no attempt is made here to judge these attributes as good or bad, these behaviors will be considered in terms of their contribution to the social atmosphere of the school classroom.

Our major concern of these social behaviors here is with regard to the effect they have on making the classroom atmosphere more or less conducive to academic progress. Among the social behaviors which can be conducive to learning are cooperation with the teacher, cooperation with others, friendliness to the teacher and group loyalty. In these attributes of behavior the children are rated as average or above. In addition some teachers said they lack negative attitudes.

On the debit side, social behaviors and attitudes which detract mostly from the academic atmosphere of school classrooms are generally either (1) those which of themselves are acts against usual classroom regulations or (2) those which, when uncontrolled, lead to disruption of classrooms. Of the first, the use of profanity and expressions of anger stand out, although mentioned only by a few teachers. Of the second, showing disrespect for teachers can readily lead to defiance of the teacher, and aggressiveness may lead to classroom disorder.

That the classroom is disorderly and that this interferes with academic progress is spelled out by several teachers, one of whom laments that so much time must be spent handling the "few really bad" children who disrupt the classroom that the large majority who really want to learn are held back.

These points indicate primarily a problem in lack of self-control and social responsibility which intensifies the overall problem of inadequacy of education by interfering with the academic progress of the pupils in the classroom as a whole.

EMOTIONAL DEVELOPMENT OF THE CHILD

That there are various factors adversely affecting the emotional development of many school children is readily acknowledged. To most teachers the magnitude of the effects of these factors is greater with inner-city children who face more emotional problems than do other school children. These effects are revealed by the emotional expressions of these children. Thus, when teachers were asked to list the needs of their pupils, although the questionnaire was designed to elicit responses relative to academic needs, 27 responses (equivalent to one for each 2 teachers) related to emotional needs. The implication seems to be that the struggles with this multitude of problems requires considerable attention and energy of the children, leaving little available for intellectual development. Further, where these problems remain unresolved, as, for example, where the obstacles seem insurmountable, the emotional development of the children is warped and their ability to cope with the problems rationally is lessened.

An outstanding characteristic of inner-city children reported by teachers is their poor self-image, which operates against the learning process at least in this manner. A poor self-image often leads to poor aspiration and, consequently, low motivation and low achievement. Failing to achieve at the standard rate, the skills of these children remain poorly developed compared to those of other children of the same age and grade levels. Knowledge of this, gained, for example, by realization of their inability to read books at their grade level, only reinforces the poor self-image, perpetuating the problem.

There are other undesirable attitudes rooted in a poor self-image. For example, lacking respect for the self may lead to lack of respect for others, which attitude generally confronted these teachers. The teachers' reaction to children revealing this attitude as observed in the classroom seems often to reinforce the poor self-image.

The child who, in his struggle to gain a satisfying feeling of adequacy repeatedly finds reinforcement of his unsatisfying self-image through school can hardly desire to embrace the school, but is more inclined either to act out against it or to withdraw from it. Thus, many of the pupils' social behaviors in the classroom may be derived from their poor self-image to the extent to which one's relationship with the self is basic to one's relationships with others. Likewise, poor academic achievement through withholding of effort may be a result of continuous reinforcement of feelings of inadequacy in the classroom.

It seems the emotional state of a child tends to set limits to his social and intellectual functioning, and, eventually to his emotional, social and intellectual development. Thus, the problems of poor achievement and inappropriate social behaviors which inner-city teachers face may be largely rooted in the children's struggles of emotional development. It may be well worthwhile to direct some of our research efforts toward the children themselves to gain more insight into this overall problem.

FAMILY AND COMMUNITY FACTORS

The role of the family and community in the development of their children is highly significant in any case. But where children are subjected to great stresses resulting from deep rooted community ills, their struggle toward maturity reflects these stresses and is complicated and intensified by them. Such appears to be the case with inner-city children, whom most teachers believe face more community problems than children in other areas of the city. While this aspect of the problem lies mainly outside the scope of this report, it is well to consider one facet--the relationship between the school and the community or, in particular, between school personnel and the parents.

Generally, the parents in these communities are described as having positive attitudes and being much concerned that their children have a good education. Thus, lack of parental concern can hardly be the basic problem here. But, despite these concerns, teachers reportedly find difficulty in establishing good working relationships with the parents, and consider these relationships below average in inner-city communities. Clues as to the basis of the poor relationship, however, were scarce. A few teachers spoke of poor communication --more likely a symptom than a cause of poor interpersonal relations. One found a high degree of hostility on the side of the parents at PTA meetings. Another, reaching deeper, referred to parents' lack of trust and faith in the teachers and the schools.

Considering that these parents likely feel that their children are not, in fact, obtaining the same education during their school years as children in other areas of the city, their lack of confidence is understandable. Especially inasmuch as their knowledge of the interrelations of contributing factors may be limited. That they often feel disregarded is suggested by some personal observations. But in order to reach the depths of this aspect of the problem, it would be necessary to hear from the parents themselves.

FACTORS RELATIVE TO THE TEACHER

It was beyond the scope of this study to look deeply into the characteristics and qualifications of inner-city teachers. However, some ideas brought up about teachers attitudes and academic preparation which are both significant and relevant are presented here.

Of over fifty teachers interviewed, there was no dissent from the view that a teacher's attitudes toward his pupils determines his effectiveness with them. Teachers' attitudes in general were not explored in this study-- only those challenged or reinforced through the workshop or the school experience. Also teachers listed desirable attitudes, stressing those which help the child to develop a satisfying self-image and professional attitudes about teaching.

Many of the teachers admitted facing a problem of accepting inner-city children and developing good working relations with them. Others contended that they are accepting of the children when they accept low standards of achievement for them, some being admittedly resigned to the situation.

If teachers' attitudes play the important role which teachers believe they do then considerable good can be done by wholesome, pro-child, professional attitudes, while negative attitudes, such as those tending to reinforce feelings of inadequacy in the child, may result in considerable harm. The sensitivity of children to their teachers attitudes was expressed by one teacher who remarked, "They can spot a phony a mile away". Thus, this point may be significant in the problems arising from poor interpersonal relations between teachers and pupils. This led more than one teacher to suggest that those who don't want to teach in the inner-city should not do so.

Generally teachers expressed that they felt ill-prepared to cope with the situations they encountered at their new schools. While they felt the workshop helped them in many regards, the general feeling was that more help was needed. The high turnover of teachers at these schools lends support to this, evidenced by the number of teachers who did not complete their first year at the new school.

The inadequacies felt by newly-assigned teachers was partly attributed to their bèing, in large porportion, beginning teachers in this urban public school system. However, even experienced teachers felt the need for more preparation for teaching in the inner-city schools.

The teachers' need for more academic preparation were reportedly most pronounced in regard to: (1) practical techniques of classroom management, (2) organizing teaching duties, (record keeping, making lesson plans, and adapting the curriculum to meet the children) and (3) working with their pupils. In addition, many who did their student teaching in a very different community felt the practice teaching was of little value.

While such preparation is of value for teaching in any schools, the lack of it perhaps is more critical in inner-city schools. Here it was generally agreed, more is required of the teacher. This may be a reflection of the greater intensity and depth of these children's needs, and their greater dependence upon the school personnel to meet their needs which, as a rule, are not adequately met elsewhere in the home or community.

The teacher's feeling of inadequacy in meeting the pupils needs and in handling the difficult situations that often arise may lead to undesirable results. This problem points to the need for greater stress on providing inner-city teachers with more adequate academic preparation to increase their competency.

FACTORS RELEVANT TO THE SCHOOL

Those working in these schools reveal that the school facilities range from very poor to excellent, and in the poorly equipped school this lack, generally along with a too-high pupil/teacher ratio was a factor in the inadequacy of instruction. But the major concern of teachers was in regard to cultural orientation of the curriculum, academic level of instructional materials and lack of adequate facilities for remedial instruction.

Some teachers expressed concern that much of the school curriculum does not relate closely enough to inner-city life to be meaningful to the children. The differences in cultural background evidenced by differences in cultural values are not sufficiently taken into consideration. Gaps in the experiences of inner-city children often make it difficult for them to grasp ideas presented by the teacher or textbooks. Often the school is so far removed from life as these children see it that, as one teacher put it, "School seems to have very little meaning for them."

Another concern of teachers is that the academic level of materials available to the children often surpasses their academic level of achievement. Thus, they find difficulty in reading with understanding.

Most teachers report that their classes as a whole are conducted at a level below that of the designated grade. Those especially concerned about this bemoan the lack of adequate facilities for remedial instruction for raising the pupils' level of achievement. Thus, the children generally, once slipping below grade level, remain so even when progressing. These factors point out needs some of which may be met through curriculum development.

CURRENT METHODS OF APPROACHING THE BASIC PROBLEMS

Some practices are reportedly prevalent for coping with the problems confronting inner-city teachers. In addition, individual teachers have revealed adjustments they have made or seen others make with varying degrees of success. Insofar as these practices may be effective in either alleviating or further compounding the problems at hand, they merit some consideration here.

PRACTICES RELATING TO INTELLECTUAL GROWTH OF CHILDREN

Teachers revealed that usually they attempted to cope with their pupils' generally low academic level of attainment in the following ways:

1. Teachers often altered the content of their courses, presenting less material and shortening their lesson plans.
2. Teachers often presented work at a lower grade level (e.g. 3rd grade work to 5th graders).
3. Teachers often lowered their standards, accepting work of a lower quality, and some even stated that they no longer emphasize tests or examinations.
4. Children are passed to the next higher grade without having been required to master the basic skills of their level.

Thus, in any given school year, inner-city children are being presented with, and required to handle, less than a full school year's work. Such practices can only serve to widen the discrepancy between the achievement level of these children and those in other schools, encouraging a slower rate of intellectual development and lessening the probability of academic success with each passing year.

Whereas many teachers expressed realization that their pupils need remedial instruction in basic academic skills, of the 52 interviewed only 3 were involved in remedial classes, clearly indicating an inadequacy of remedial programs for these children. Yet, few teachers expressed the belief that remedial instruction required only special teachers. Most interviewees hinted that with curricular changes, proper remedial materials, and teacher-instruction in remedial techniques, classroom teachers could assist in remedial instruction for their pupils, presumably within the framework of an overall remedial program.

Realizing that the experiences of many inner-city children are so limited that many relatively ordinary utensils and other articles are unfamiliar to them, some teachers bring such materials to the classroom as a general practice to help fill in the gaps in their pupils' experiences. Others joined in the suggestion that many more such materials as well as "cultural" experiences need to be provided by the school for these children than for those who are more advantaged, but saw the opposite in actual practice.

PRACTICES RELATING TO SOCIAL GROWTH OF CHILDREN

Classroom practices directed toward the social development of pupils were largely centered around disciplining those pupils exhibiting inappropriate social behaviors. However, several teachers attested to the success gained by being firm and setting a few definite rules. Another mentioned that his principal gave more freedom to pupils with good results. But generally, teachers felt incapable of coping with the problems of their pupils' struggles toward social development, expressing their realization of a great social distance between them and their pupils, and many seemed resigned to accepting that little is being done within the classroom to help the children to become more socially responsible and acceptable to the general society.

PRACTICES RELATING TO EMOTIONAL DEVELOPMENT OF CHILDREN

While teachers recognized that inner-city children face many emotional problems, their expressed concern was largely with the poor teacher-pupil relationship as it affects the teacher's management of the class, rather than with this and other relationships as they relate to the emotional development of the children. In this regard, several found that being more friendly to the children, giving more individual attention, and treating them with kindness resulted in a better working relationship. Others recognized the children's need for a better self-image, but little mention was made of their actually following practices designed to assist the children in developing it. Generally, it was implied that poor emotional development of inner-city children is a problem due to the home and community conditions, and the teachers' concern was not as much in alleviation of it, as in using it to justify low academic achievement. It was almost as if they felt that school had no real responsibilities to all children in this regard and did not need to develop practices conducive to assisting children in their healthy emotional development.

Practices Relating to Cultural Differences

It has already been mentioned that some teachers, being sensitive to cultural differences between themselves and their pupils, have made adjustments to help bridge the gap between them. Some have done this by bringing material objects (which are known at most by picture to their pupils) to the classroom for pupils to handle and use. Others have made adjustments in their speech, using less formalized sentence structures and more colloquial speech, even though they admit their pupils do not ask this of them. Instead, it seems as if the pupils, being accustomed to not understanding much of what goes on in school don't expect to understand and do not ask the teacher the meaning of words and expressions unfamiliar to them.

These practices are commendable, but followed by too few teachers. The majority who had not taught in communities comparable to these gave expressions of experiencing cultural shock and found it difficult to overcome the cultural and social barriers in order to accept and work well with these children and their parents. Said one teacher, in honest expression, "I didn't know I was so prejudiced."

RECOMMENDATIONS OF THE RESEARCHER

Inner-city teachers revealed areas in which modifications may well be made in order to bring about greater success in teaching children in these communities of the city. These areas cover concerns which are primarily either of the school system or of the university. However, inasmuch as it is likely that the cooperative efforts of both will be directed toward this problem, a variety of recommendations derived from the teachers' responses as well as those of the researcher are presented here.

ASSISTANCE THROUGH THE SCHOOLS

The basic idea generally supported by teachers is that inner-city children are more dependent upon the schools for guidance in their intellectual, social and emotional development than are more advantaged children. Yet, their needs in these areas are very inadequately met. Thus, the eager, cooperative, kindergartener interested in learning is graduated from elementary school with a feeling of inadequacy and academically unprepared for junior high school where he tends to become defensive toward, and even alienated from the elements of an environment in which he finds little satisfaction. Suggestions are given of ways in which the school might provide more help through special attention to the staff, facilities and curricular as well as extra-curricular experiences made available to inner-city children.

SELECTION OF TEACHERS FOR INNER-CITY SCHOOLS

Undoubtedly much care goes into the selection of teachers and competent, dedicated teachers are sought for all the schools in the city. But in the inner-city where much more is required of the teachers, teacher-weaknesses may be more glaring. Inexperienced teachers or those having experienced little success in handling the problems pronounced in these schools often either leave the situation (hence the rapid turnover of inner-city school staffs)or cut-back their goals and expectations of achievement. Finding difficulty in establishing rapport with the children, many teachers concentrate their efforts on maintaining classroom order, diminishing their effectiveness in guiding the children in their development. Some common practices serve to reinforce the child's feelings of inadequacy, making it more difficult for him to develop a satisfying self-image and affording him little satisfaction in attending school. By lowering standards of achievement, a teacher may support a child's feelings of inferiority while knowingly graduating him into a world in which he will be incapable of competing fairly because of failure to develop basic academic skills. Generally these practices may be resorted to mainly because of the inability of the teacher to handle the problems, which, admittedly, are more intense and more pronounced in inner-city schools than elsewhere. Thus, it is suggested that these schools, in which it is so difficult to teach, require the best teachers for success.

Needed are teachers who are highly cognizant of the situations confronting inner-city children and approach the children with the professional attitudes of a physician, i.e., neither blaming them or their parents for their problems nor drawing away from those who are physically unattractive or lacking social graces, but keeping their sights on their educational goals and courageously seeking the means to attain them while administering to others with humanity. Teachers selected for the inner-city should desire to teach here, be highly dedicated and competent, and have compassionate understanding of children. Handling the trying situations found in these schools requires teachers who are sufficiently mentally mature to be able to see the situations realistically and who are willing to accept hostility impersonally. Only such teachers can be truly effective in strengthening our society at its root by actively guiding the development of inner-city children into wholesome, capable, autonomous citizens.

ADMINISTRATIVE ASSISTANCE

Inner-city teachers generally expressed the need for strong principals who are intensely interested in the welfare of the children to make more assistance available to them. First, newly-assigned teachers need help in their adjustment to the pupils and parents of inner-city communities and in overcoming the communication barriers they felt existing between them. Although this problem was often attributed to language difficulties, it may be more true that poor communication is symptomatic of poor interpersonal relations. The need for good relations was realized by many teachers, and much of the hostility of which some spoke may have been directed primarily toward the whole school rather than toward a specific teacher. Thus, teachers would benefit by more help from administrators highly skilled in interpersonal relations, and through their combined efforts strive to gain better understanding and tolerance of the poeple of these communities. In this way they may be able to overcome some of the interpersonal barriers, e.g. defenses, and begin to generate the confidence and trust so necessary for the establishment of good working relations.

Secondly, teachers found themselves surrounded by problems in establishing effective classroom procedures, and were unsure of the extent to which they could gain the assistance they felt they needed from their school administrators. Thus, when confronted, for example, with a class, many members of which were unprepared for the standard curriculum, teachers characteristically acted in expediancy, dropping their standards to the detriment of the whole class in the absence of a planned program for more effectively solving the problem. Likewise, when confronted with inappropriate classroom behavior, teachers characteristically tended to focus their attention on the deviant children, again decelerating progress in learning, in the absence of more effective methods of handling the situation. Feeling the need for help in classroom management, teachers would benefit from assistance from administrators in: (1) developing coordinated programs designed to raise pupils who are behind to grade level while permitting others to progress at a normal or accelerated rate, according to their abilities and (2) developing a sound plan for handling classroom deviancy in such a way as to best assist the children in developing self-control.

SCHOOL FACILITIES

The stressful conditions under which children live in the inner-city bring about a great need on their part for uplifting activities which provide for relaxation, self-discovery and creative self-expression. But often financial or cultural barriers restrict the opportunities available to these children through their family and community, and they are more dependent upon the school for them than are children of other communities. In some communities, the only books, gym, musical instruments, auditorium, etc., to which the children might have access are those of the public school. Likewise, inner-city homes lack many materials, utensils, gadgets, and instruments common to middle-class families, with the result that the children know them only as pictures and have no opportunity for developing skills in manipulation of them except through the school. Thus, already disadvantaged children are at an even greater disadvantage when school facilities are inadequate, which was often true of inner-city schools. Where gym facilities are substandard, for example, tense children, beset by problems find little chance during the school day to relieve themselves in an acceptable manner, and are "quick to anger" and "touchy". Where microscopes are not provided at the school, the children miss the stimulating learning experiences to be gained through them completely, for these are not available at their homes. Where opportunities for participation in instrumental music, dramatics and art are not made readily available to every child through the school, and school again is often the only resource, many of the children miss out entirely in these experiences of self-development and self-expression.

In addition, special school facilities are needed by inner-city teachers for remedial instruction in order to permit smaller classes and utilize modern teaching techniques and materials. In other communities of the city, teachers have found the use of telephones (installed by the telephone company in the classroom) and tape recorders highly effective for improving pupil's skills in oral communication. In another large city dramatics has been utilized as the vehicle for raising children's performance in the language arts, social studies and mathematics. For, while the "average" facilities may be adequate for children whose parents supplement the school facilities by those made available to the children at home and in the community, impoverished or otherwise culturally deprived children who depend almost entirely upon the school require more from it in the way of facilities.

CURRICULUM DEVELOPMENT

Throughout this study were implications that there is wide descrepancy between life as represented by school and life as known by inner-city children. Accordingly, the school curriculum offered these children fails to reach them fully. Children, once failing to grasp it securely, gradually slip away from the main purpose of school. Some changes which might make the curriculum more meaningful to inner-city children are suggested here.

1. The curriculum should be more closely related to inner-city life.
   Any children can more readily accept and understand teachings which are related to life as they see it. By bringing facets of inner-city life into the school curriculum utilizing community resources and people, it can be made to relate more closely to the culture of the children, bridging the gaps between their culture and that ordinarily represented by the school. Children can better identify with the school that presents teachings in terms of values which they already accept.
2. Curricular materials should be geared to the level of the children.
   Especially because of slow development of skills in the language arts, many inner-city children are unable to fully grasp the meanings of written materials utilized in their various school subjects. Through materials geared to their comprehension rather than the school grade these children will more readily gain knowledge and reach higher performance levels. In addition, their reading materials may well be supplemented more by audio-visual materials and manipulative objects. At the same time, materials used should also provide for children capable of proceeding at faster rates.
3. A school-wide remedial program should be developed.
   Remedial instruction should be planned according to the children's needs and continued for a period of time sufficient to bring their performance up to standard for their grade level. This requires a plan reaching into all classrooms and, in some cases,

extending beyond a school term. Such a plan can more effectively utilize the cooperative efforts of the school staff and facilities and result in more satisfactory goal achievement than plans made by individual teachers. Materials needed for such a plan also need to be developed covering the basic academics thoroughly.

4. Enrichment experiences should be provided.

Two kinds of enrichment experiences are suggested. First, experiences designed to fill in gaps left in the background of the children through years of experiences limited primarily to those available in inner-city communities. These may be intergrated into the basic curriculum. Secondly, experiences designed to extend the child's visions beyond the inner-city and help him find his place in relation to a larger community. These may include extra-curricular activities. For both types of enrichment experiences inner-city children are primarily dependent upon the school. Therefore, more provisions need to be made for opportunities such as field trips into the business and cultural centers of the city and into the country, visits of interesting personalities to the school and others for the development of creative expression of the children.

Inasmuch as the areas of concern presented here ordinarily lie in the scope of provisions through the school system, they will not be dealt with here in further detail. However, it may well be that, through cooperative arrangement, the facilities and personnel of Wayne State University may provide valuable assistance in planning and developing specific areas to the advantage of the city's educational program.

ASSISTANCE THROUGH WAYNE STATE UNIVERSITY

The staff of Wayne State can be of great assistance to the school system through working with teachers in helping to bring about more realistic and positive thinking in especially four ways: (1) development of wholesome attitudes relative to teaching in the inner-city and the responsibility of assisting in the development of inner-city children; (2) development of understanding through insights into the behavior of children and relations between them and others; (3) gaining knowledge of practical techniques in classroom management and handling school routine procedures; and, (4) planning appropriate modification of curricular experiences and utilization of community resources.

Assistance which may be provided to teachers indirectly through cooperation with the school system, such as in curriculum development, has already been described. More direct assistance may be provided teachers through courses, workshops, demonstration classes, and resource personnel and materials. While these would ordinarily function primarily for in-service teachers, courses suggested, (as well as recommendations regarding practice teaching) may relate also to student teachers.

RECOMMENDED COURSES AND DEMONSTRATION CLASS

Through the courses recommended here teachers may be given more thorough professional background and encouragement toward developing more understanding and more professional attitudes as well as gaining practical knowledge.

Courses for Theoretical Background

For each course recommended, comments are given to justify its inclusion in programs of teacher education.

1. **Child and Adolescent Psychology**
   Clearly there are indications that teachers need a better knowledge and insight into what is happening within the child as he passes from one phase of his development to another. Especially inner-city children, living under stressful conditions where they are subjected to experiences nurturing mistrust and feelings of inferiority, may have more difficulty in overcoming these feelings than other children, and may remain trapped in this phase of development longer. Inner-city teachers need to be brought to realize the real meanings of deprivation and the depth and intensity of its effects on the development of children. They need to realize the importance of their so ordering the classroom as to provide the means for their pupils to overcome some of the feelings of inadequacy which are reinforced daily in these children's lives. Through insights gained by the study of child psychology, teachers may be better stimulated toward providing a satisfying classroom atmosphere and opportunities for their pupils to have the experiences they require in order to handle the problems in each phase and to orderly progress to the next higher phase in their development.
2. **Interpersonal Relations**
   Knowledge of fundamental interpersonal needs and recognition of these needs in school children would provide the teacher with assistance in gaining more insight into the behavior of school children, and a basis for development of a better relationship.
   The description of the successful teacher is in harmony with theories on fundamental interpersonal needs. Teachers who express interest in children and treat them with respect enhance the children's satisfaction in their mutual interactions and associations and are helping the children to feel that they are significant and worthwhile.
   By trusting and being fair in treating his pupils, the teacher shows respect for the child's sense of responsibility, and encourages him in the development of this essential aspect of his personality. The satisfaction the child derives from the increased feeling that the self is competent and responsible may well lead to reciprocation of respect. While it was noted that the successful teacher had good discipline, this was reported more as a reaction on the part of the children rather than as an expression of action on the part of the teacher, and in no case was it even suggested that such a teacher is a disciplinarian.
   Expression of affection for the child helps give the child the feeling that he is lovable, enhancing his self image.
   The insights gained through the study of interpersonal relations may find application not merely to the teacher-pupil relationship but to the teacher-parent relationship as well. And especially through this study teachers may come to accept the idea that empathy, understanding, and compassion should be offered to others not as rewards for good behavior but as basic necessities for all mankind.

3. Social and Cultural Anthropology
Children in a large urban community reflect the influences of their diverse cultural heritages. Therefore, in order for a teacher to play an active role in the development of his pupils, he must develop cultural multivalence--the ability to shift from one position on the cultural continuum to another according to the position of the child or parent with whom he is interacting. The importance of this will be illustrated below:

(a) Many inner-city children reflect a matriarchal cultural heritage. In order for the teacher to understand the dynamics of life in these families it is important that he grasp fully the significance of the role of the mother, and the respect traditionally accorded to it. In addition, he must be able to identify the member of the family playing this role--often the grandmother, even in the mother's presence. With this knowledge he can better understand how to utilize the child's family relations in bringing the child to socially acceptable behaviors. This assistance of the family--so greatly needed by the teacher --is often lost by the teacher's expression of attitudes toward, or in reference to, the mother which attitudes are not appropriate when viewed from the place on the cultural continuum occupied by the child's family.

(b) The actions of many inner-city children reflect a background in a culture in which members are accustomed to a high degree of social interaction. Especially this is evident in groups having an extended family, such as those recently from the Southern States of our land. The inclusion needs of these children may tend to be greater than those of other American children, with the children deriving less satisfaction of these needs in the classroom generally, and especially in those in the inner-city. The resulting anxieties tend to hold the child's attention and energies. Where lack of inclusion is interpreted by the child or his family as due to social or racial differences, these anxieties may lead to hostile defensive behaviors. The teacher's recognition of the depth and intensity of the needs of people of various cultural backgrounds for social interaction and attempts to bring about opportunities for satisfaction of these needs may well lead to better relations between the teacher and his pupils.

(c) The background of many inner-city children gives rise to a hierarchy of social values at variance to those commonly identified with the middle class. Hence,to those accustomed to judging the state of a person's mind by the most visible aspects, such as physical appearance, these children may be regarded as less than average. In order to recognize their true potentialities and to be functional in their development the teacher must be able to see the children from a less culture-bound point of view or from a reference point closer to that of the children. This is also necessary in the teacher to gain the confidence and cooperation of the parents--and the teacher's efforts can be nullified if those of the parents are in opposition.

Thus, the teacher needs to develop the ability to shift along the cultural continuum without feeling that his sensibilities are being violated.

Through these courses teachers will be better enabled to see beyond the bizareness or picturesqueness of behavior of inner-city residents and to differentiate between behaviors which are symptomatic of emotional or social problems and those which are appropriate relative to their cultural background. Thus the teacher can adjust his own behavior according to the needs of his pupils.

Courses for Practical Techniques

The following material is recommended for inclusion in courses designed to help teachers gain practical knowledge and skills in adapting theory to practice.

1. Action Research in Human Relations
   As many of the problems a teacher encounters involve relations with others (pupils, parents, community leaders, teaching staff, administrators), beginning teachers would benefit from experience in conducting action research in this area. In addition to knowledge thereby gained will be the enhancement of skills in the techniques of problem solving and the application of these methods to problems in the school setting.
2. School Procedures
   One of the most predominant problems facing beginning teachers is the confusing variety of records and other paper work, and routines, each to be attended to according to a different particular procedure. These procedures, rules and regulations common to schools in this system might be presented to student teachers in a course during which they are given instructions for filling out various forms and information regarding the obtaining of supplies, films, teaching aids, and other resource materials, as well as the keeping of attendance, health, achievement, and other records. Familiarity with standard forms may decrease the beginning teacher's anxieties and give him some much-needed confidence during the first weeks of school as well as provide him with a basis for asking questions to obtain further help.
3. Classroom Management
   To most teachers the need for greater ability in managing the classroom was clear. In addition to learning to control deviant behavior many realized the need for developing skill in the overall programming and executing of learning activities so as to keep all pupils maximally engaged in learning. The study of recent researchers on children's behavior in the classroom and teacher style in conducting the academic sessions would be of value to teachers. Such studies may help them avoid such errors as starting in a new activity before the class is ready for it, becoming involved with a deviant child to the extent that the other children become distracted from their lessons, or becoming caught up with minor behaviors such as restlessness. In addition, student teachers might be given the opportunity of seeing good teachers in action.
4. Remedial Instruction and Lesson Planning
   Especially in the inner-city are teachers confronted with the problem of instructing children whose basic academic skills are inadequately developed. A course in remedial techniques would give teachers much needed skills in this vital area and prepare them to take therapeutic steps at the onset of a problem rather than permitting it to persist until it develops into a chronic condition

with unwholesome personality manifestations.

Associated with the problem is the teacher's need for flexibility in adapting lesson plans to his particular pupils. The wide range of abilities and achievement of individual pupils of a class must be met by individualized instruction. The ability to meet the individual needs of children--taking into consideration such variables as readiness, rate of learning, emotional barriers to learning--may be better developed in teachers through deliberate study rather than by trial and error. Flexibility of lesson plans is increased where the teacher has a reserve of alternative lesson plan segments complete with necessary props within his reach from which he can select those most appropriate to a given situation. Such plan segments may be devised to provide a variety of learning experiences in accordance with the background and abilities of different children all leading toward the same goal. Instruction in devising and constructing such plans might well be undertaken by teachers whose experience with children of varying abilities and backgrounds is both wide and successful. By utilizing these talents of experienced teachers Wayne State University would be able to offer beginning teachers much needed practical tips on techniques of devising appropriate lesson plans and assist them in developing their skills in adjusting their teaching to meet the needs of their pupils.

5. Audio-Visual Techniques.

Some teachers indicated that, they felt such a course would be very helpful to them, especially in learning how to make and use various teaching aids. The value of such instruction is well realized in some areas where an AV course is required for the teaching certificate. Introduction to these techniques and laboratory work in actually making teacher aids would give the teacher some models and stimulation in seeking other aids for classroom use. Through these aids a teacher may reach pupils who otherwise are only marginally participating in the classroom learning experiences.

6. Student Teaching

The recommendations of workshop participants relative to student teaching contacts and observing are endorsed by the researcher. (see page 44.) However, it would be hoped that additional time for practical work could be found without replacing much needed psychology courses.

In accordance with the suggestion that an additional contact be required in the inner-city, the researcher recommends the participation of student teachers in the demonstration classes described next.

7. Demonstration Classes

Many teachers expressed the need to learn how to work more effectively with disadvantaged children and their major concerns have been listed. (See pages 44,45). The concrete and practical illustrations they seek may be found through demonstration classes. Suggestions of practices found to be effective could be solicited from successful inner-city teachers who should participate both in the planning and conducting of these classes. Experimental in nature, they could be so designed to stimulate a creative approach on the part of the teacher to explore various avenues in seeking, for example, ways of motivating disadvantaged children. Through these classes, teachers will be encouraged to develop flexibility as well as assume more responsibility for finding ways to better orient children toward academic achievement through practical experience under professional leadership. Demonstration classes could be offered as a summer quarter course in inner-city schools through a cooperative arrangement with the school system emphasizing, in separate classes, remedial or standard instruction. They may be incorporated into the student teaching program, preceeding the actual contacts. These classes may also be utilized as the laboratory for trying out ideas brought up during workshop discussions hence, may constitute the third phase of the four-phase workshop proposed, to be described later in this section.

Resource Materials

Several types of resource materials which might be provided by the University especially for inner-city teachers are described below.

1. Resource Book on the Inner-City
   The University staff could provide a real service to teachers seeking a better understanding of inner-city communities by producing a resource book compiled of noteworthy contributions from insightful people of various fields (especially of social sciences, psychology and humanities) reflecting upon the strengths and weaknesses of inner-city communities, its organizations, the needs of its residents, potentialities of its children, and the significance of the frustrations of its residents to the metropolitan community as a whole. The book might include some outlines of units and reports which would be of use in classes such as literature, music, art and civics, and present some materials in such a form as to be utilizable in the classroom.
   An annotated bibliography of other relevant materials would be helpful to teachers, especially should these materials be made readily accessible at a Wayne State University library.
2. Reports on Conferences and Research on Education in the Inner-City
   Ideas emanating from conferences, seminars, workshops and research dealing with educational issues of special concern to inner-city teachers are not readily available to most nonparticipants. Yet, many teachers would find it stimulating and encouraging to know what other educators are trying to do and how they are finding solutions to problems similar to their own. The University staff might consider preparing reports on such conferences throughout the country and making these as well as the results of researches available to interested teachers in a form in which they would find practical use. Reviews of relevant books and information and suggestions on courses and workshops of benefit to these teachers would also be of value.
3. Curricular Materials
   Other materials teachers would like to have at hand for their use are those designed for remedial instruction and non-graded primary books, both of which might easily be developed through the University. In addition, they would find lists of sources of resource materials (audio-visual, reading, etc.) helpful.

Resource Consultants

At many times, especially during the first year, newly-assigned teachers have felt the need for the opportunity to talk over their classroom problems with a professional person who could provide enlightened guidance.

Especially the teacher trying to explore for hidden talents needs such assistance. Consultations with a professional educator with successful experience in inner-city teaching could be invaluable. Such a person might be made available to teachers on Saturdays, for "problem shooting", and take the lead in setting up action research involving interested teachers. He might provide visiting consultations at inner-city schools, and hold a seminar for all the teachers at a given school during the school year. In these ways, teachers would feel free to turn to someone for help as problems arise and better develop their skill in handling them before they develop to such a stage as to require drastic treatment.

Proposed Workshop

A workshop should provide an atmosphere conducive to developing insights, sharing ideas, and working out approaches to the solution of problems. One designed for inner-city teachers should (1) strive for depth in presenting information to help teachers gain insights into children's behavior, (2) foster pro-child attitudes with emphasis on the child as an individual, (3) concentrate on practical problems in specific areas and (4) adopt a positive and realistic approach toward solving the problems at hand. These considerations are basic to the workshop plan herein proposed.

The workshop proposed has four distinct major features: (1) lectures, and discussions, (2) conferences, (3) demonstration classes and field trips, and (4) consultations. These are described briefly in the following paragraphs.

1. Lectures and Discussions
   Lectures in child psychology, interpersonal relations, social and cultural anthropology as they relate to deprived youth may be conducted by Wayne State University personnel. Emphasis should be placed on practical applications of theories to real situations in the inner-city. The questions raised by a given lecture may form the basis for small group discussions led by teachers experienced in inner-city schools. At the close of these discussions the recorder for each small group should present a summarizing report to the entire group so that each groups ideas will be made available to all participants. These ideas would then be organized into a brief paper and distributed to each participant for further consideration.
   Newly assigned teachers should be freely afforded opportunities for interactions with experienced teachers and encouraged to exchange ideas among them. Experiences of successful teachers would be drawn upon to show what can be accomplished and by what means as well as what can be expected by the new teacher, supplemented by lectures on classroom management where needed.
2. Conferences
   A small step toward developing good working relations with members of inner-city communities can be taken by involving them in the workshop. Through conferences with parents and community leaders some insights might be gained into their attitudes toward the school and their expectations of it. Some such conferences on a one-to-one basis may be effective in bringing out into the open negative attitudes which many children bring from home to school. Conferences held in the inner-city will reach the "grass roots" level and give teachers the benefits of a field trip with the opportunity to learn of the inner-city by personal experience. In addition, there will

be made an opening for further contact should the teacher desire to visit parents or attend meetings or community organizations in the future.

3. Demonstration Classes and Field Trips
   In order to put into practice the knowledge and insights gained and to try out and develop ideas from the workshop, new teachers should be given the opportunity of participating in teaching classes of disadvantaged children. This can be accomplished through demonstration and experimental classes set up as summer school classes in inner-city schools. First, the organization of teaching duties and classroom management would be discussed by new and experienced teachers. The latter would then demonstrate skillful handling of the classroom employing, when required, techniques and materials for remedial instruction. Emphasis would be placed on adjusting teaching techniques in order to provide the maximum for the children, motivate them to achieve, and stimulate analysis and evaluation of the techniques employed in terms of effectiveness. Some conferences would be held with the pupils themselves and others with the teachers and university staff members. The latter could effectively guide the action research. Further, opportunities for developing a good working relationship with pupils could be afforded by contacts between teachers and pupils away from school. This can be accomplished through teacher-supervised field trips for the pupils. Field trips for the teachers to the schools and communities could be conducted by the principals as part of their orientation program.
4. Consultations
   Especially new teachers should have the opportunity to obtain help with problems as they arise during their actual teaching, according to their needs. On Saturdays during the school year consultation could be provided teachers at the University as the final phase of the workshop, as described in the preceding section on assistance through Wayne State University (see page 61). In addition, resource materials suggested in the same section should be made available to workshop participants.

The time requirements of the proposed workshop may vary according to the plan selected.

Plan A - Summer Session Workshop (5-6 weeks)

This plan is recommended for first year teachers, for those new to the Detroit Public School system, and for others inexperienced in teaching in inner-city schools. It consists of:

1. Four weeks of morning lectures, discussions, and conferences followed by one or two weeks of field trips and other community contacts.
2. Full session of afternoon demonstration classes and field trips for pupils.
3. Saturday consultations during first month of school year and thereafter as needed by individual teachers.

Plan B - End of Summer Workshop (1-2 weeks, commencing the fifth week of summer session)

This plan is recommended for teachers already in inner-city schools. It consists of:

1. Morning lectures, on selected topics, discussion and conferences followed by community contacts during last 2 or 3 days.
2. Afternoon visits to demonstration classes and field trips for pupils,
3. Saturday consultations as needed by individual teachers.

A workshop such as the one proposed can provide both a means of improving classroom instruction by assisting inner-city teachers and a meeting ground for school and community people to plan community actions toward uplifting the children of depressed areas. Should such plans be effective, the circularity of the basic educational problems in these areas may be broken and the equality of educational opportunity so basic to most other equalities sought in our society may come closer to being a reality.

IMPLICATIONS FOR FURTHER RESEARCH

This report represents the views of inner-city teachers and leaves unanswered many questions, two of which are: "what do disadvantaged pupils feel they need from their teachers and from the schools?" and "what do the parents feel their children need from the schools?" The answers to these questions need to be obtained in order to provide a more substantial foundation for planning programs designed to lead to more effective utilization of educational resources in inner-city communities. Thus, it is proposed that two research studies be conducted to procure data leading toward a better perspective for viewing educational problems such as encountered in the inner-city.

1. Study on the Inner-City School Image
   A basic issue may well be concerned with how pupils, parents and other community residents perceive the role of the school in their lives, and especially in the lives of the pupils. Their feelings about the school and how it affects youth may be highly revealing, and may yield some insights into the reasons for much ineffectuality.
2. Study on Potential School Drop-Outs
   It is generally conceded that inner-city children are eager to learn in the first grade, but during elementary school, signs of increasing distance between them and school appear often leading eventually to alienation from the school and, in extreme cases, from society. It would be helpful if teachers could identify some of the signs early and learn the meaning behind them in order to halt the progress of alienation. From nearly-alienated pupils and from those having dropped out of school valuable information can be gained relative to the process of school alienation. The use of such information may lead to better handling of these problems within the school in time to save children from this potential danger.

These are but a few ideas rising from the research study presented here to make a final point: If it be sincerely intended to solve the problem of inadequate education for much of our city's youth it is necessary (1) to go into the inner-city communities and find the underlying causes of the problem from the people themselves, and (2) to gain the confidence and trust of these people in order to formulate a workable plan for resolving the problems by cooperative action. Otherwise, the best that can be done is to alleviate distress by treating the symptoms.

APPENDIX

Date________________ Interviewer____________________

EVALUATION OF AUGUST 25-28, 1964 WORKSHOP FOR 71 TEACHERS NEWLY ASSIGNED TO 20 DETROIT SCHOOLS

A. Personal Data

1. Name ____

2. Adress ____

3. Phone ______________________________ Sex ________________

4. Age: ________20-25; ________26-30; ________31-40;______ 41 _____50;

________50+.

B. Teaching Position

1. School__________________________ Assigned on __________________

2. a__________________New to System; b________________Transfer from another Detroit School; c____________________Returning from leave; d ______________________________Transfer from another school system (Specify)______________________________.

3. Subject area and grade ______________________________________

4. Status: _____Probationary; _____ESRP; _____ Continuing Contract

C. Previous Experience

1. Previous teaching experience:

Where____

How long____

Subject and grade levels______________________________________

2. If first teaching assignment, student teaching experience:

1. Where____

2. Subject and grade level_____________________________________

3. Teacher training from:_______________________________________

4. Degrees: _____Bachelor; _____Masters; _____Other (Specify).

5. Certificate: _____Provisional; _____Permanent; _____Special (Specify)

INTRODUCTION:

Wayne State University is becoming more and more concerned with the training of teachers for inner-city schools. Your frank response to these questions concerning the Workshop of last August co-sponsored by the University and the School System will be of great help in planning future workshops and in evaluating our teacher training program. Your answers will be completely confidential and any reporting of these results will not identify any person by name or school.

A. Reactions to the Workshop:

1. How did you come to know about the workshop?____________________

2. Was attending the workshop a hardship for you in any way?____________

3. What did you expect to gain from the workshop?__________________

4. What things done in the workshop coincided with your expectations?______

5. What things done in the workshop were unexpected?________________

6. What did you perceive as your role in the workshop?_______________

7. The duration of the workshop was

   ______a. too short
   ______b. just right
   ______c. too long

8. When do you feel such a workshop would be most helpful?

   _____a. Just before the opening of school.
   _____b. On Saturdays after the beginning of the school year.
   _____c. During the University summer quarter.
   _____d. Just before school begins and continued after the beginning of school.
   _____f. Other

9. How useful did the workshop activities prove to be for you?

	not useful	slightly	useful	very useful
a. Visits to school				
b. Tour of community				
c. Opportunity to meet your new principal				
d. Opportunity to meet experienced teacher of your new school				
e. Panel of teachers and principals				
f. Panel of block club leaders				
g. Talks on characteristics of inner-city and its schools				
h. Talks on disadvantaged youth				
i. Talk on Great Cities Program				
j. Talk on remedial techniques				
k. Talk on language barriers				
l. Film: Our Other Children				
m. Articles distributed to participants				
n. Small group discussions				
o. Daily attitude form				

10. Which of these activities was most useful? Why? ____________________

11. Which was least useful? Why? ____________________

12. Which could have been more useful if they had been conducted differently? Explain: ____________________

13. What, if anything, at the workshop proved misleading to you? ____________________

14. Indicate how much help you derived from each of the kinds of participants in the workshop for each workshop activity (Score 1 to 4 for least to most helpful, for not helpful.)

	WSU staff	Principal	Experi. Teacher	Other Teacher
a. Providing information during small group discussion				
b. Dealing with practical problems				
c. Providing opportunity for you to freely ask questions				
d. Answering your questions about				
(1) school				
(2) community				
(3) pupils				
e. Providing help in over-coming your anxieties				
f. Providing information on disadvantaged youth and the inner-city				
g. Reinforcing positive attitudes				
h. Challenging negative attitudes				

15. In general, which type of participants provided you with the most help?
____
____

16. Did you feel free to ask the questions that most concerned you in the workshop? _____yes _____no _____sometimes

a. If yes, _________ in small group discussions?
_________ in auditorium sessions?
_________ in informal sessions, e.g., over coffee or at lunch

b. If no, why?____
____
____

17. Were any of your attitudes toward teaching, the schools, or the children reinforced at the workshop? (state)______________________________________
____
____

18. Were any of your attitudes challenged at the workshop? (state)__________
____
____

B. Reactions to the first semester of teaching:

19. When you received your new assignment, did you have any anxieties about it? Explain:____
____
____

20. What were your impressions of the school during the first week at your new assignment? (Specific incidents)_____________________________________
____
____

21. Have your impressions about the school changed? If so, in what ways?
____
____
____

22. If so, what experiences may have contributed to the change? (Workshop, teaching staff, pupils, other)____
____
____

23. Did you find it necessary to modify your teaching techniques to adapt yourself to these students?

Technique	Modification

24. Do you supervise any extra-curricular activities? Describe:___________
____
____
____

25. What seems to be some of the qualities of successful teachers in your school?____
____
____

26. Who on your school staff has been most helpful to you? In what ways?

27. Has it helped you to know the principal before starting to teach at this school?

28. Has it helped you to know the experienced teacher before starting to teach at this school?

29. How would you describe most of your pupils for the benefit of new teachers coming into your school?

	Low	Below Average	Average	Above Average	High
a. Desire to learn					
b. Capacity to learn					
c. Aspirations					
d. Parental expectations					
e. Seeking help (e.g. after school)					
f. Friendliness to teacher					
g. Self-discipline					
h. Group loyalty					
i. Oral communication					
j. Written communication					
k. Self-image					
l. Morals					
m. Cooperation with one another					
n. Cooperation with teacher					

30. What do you feel these children need that you as a teacher may be able to provide?

a. Special curricula?

b. Special teaching aids?

c. Orientation to the school?

31. What attitudes of yours were reinforced by your experiences at this school?

32. What attitudes of yours were challenged by your experiences at this school?

33. How do your family and friends feel about your teaching in this school?

34. How do you think most teachers feel about teaching in schools in this area?

35. Do you feel comfortable around these children day after day?

36. How would you describe the school for the benefit of new teachers?

	Adequacy				
	Low	Below Average	Average	Above Average	High
a. physical plant					
b. organization					
c. working relationships with parents					
d. utilization of community resources					
e. extra-curricular activities					
f. staff relations					
g. community problems					
h. emotional problems faced by children					
i. academic problems faced by children					
j. classroom facilities					
k. pupil-teacher ratio					
l. teaching materials and supplies					
m. library facilities					

37. In what ways is this school different from schools you've taught in previously? (compare with your student teaching experience if this is your first assignment.)

38. In what kind of school would you like to teach permanently?

39. Is it likely you will make your career in the Detroit schools?

C. General Recommendations:

40. What is the main problem faced by a beginning teacher?

41. What kinds of help does the teacher newly assigned to an inner-city school need?

Source of help	Kind of help Needed
a. Principal	
b. Fellow teachers	
c. Parents	
d. Supervisors	
e. Univ. consultants or courses	
f. Readings	
g. Other	

42. That college courses have been helpful to you in working with disadvantaged youth?

43. Have you taken any course work or been in any workshop since September which has helped you in your work? Describe:

44. How can the university be more useful in assisting teachers or disadvantaged youth? Describe briefly.

a. Courses?

b. Readings?

c. Student teaching?

d. Methods?

e. Field trips?

f. In-service workshops?

g. Consultations?

h. Curriculum development?

i. Other?

45. Should workshops of this type be continued?

46. What would you recommend be included in a workshop for teachers working with disadvantaged youth?

47. Do you feel a teachers attitudes toward his children determine the teachers effectiveness with the children?

a. If yes, what types of attitudes do you feel are desirable?

b. If no, explain:

48. Are there any additional comments you'd like to make regarding the workshop, your new assignment, or your training? (Please use back to answer)